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ABSTRACT

The 13 articles in this collection describe successful practices that might serve as informative guides for student services operations in the university and at similar institutions. The introduction, by Cleon F. Thompson, Jr. and John F. Corey, reviews student services in the multi-campus University of North Carolina as background for the papers. Papers include "1984: The State of Our Work - What Are We Really All About in Student Affairs?" (Boulton and McIntire); "Computerization of Student Affairs? - Proceed, But with Caution" (Feid); "Retention Strategies in Student Housing" (Fridley, Joyner, Lackey); "Learning Strategies: A Practical Approach to Retention" (Mills); "Aiming for Academic Success: UNCC's Model for Diagnosing and Correcting Student Learning Skill Needs" (Davis); "Learning Assistance Services Via a Taped Treatment Program" (Reilly); "Special Academic Programs in Residence Halls" (Haywood, Marion, McIntire, Whitlock); "Emerging Leaders: A Developmental Program for Freshmen" (Furr, Joseph); "Environmental Strategies to Reduce Student Drinking Problems" (Bryan); "The Financial Aid Work Coordinator's Role in Training Supervisors for the Development of Students as Workers" (Kool); "International Student and Scholar Services: The Required Institutional Commitment" (Bulthuis); "A Cooperative Agreement Between a Career Planning and Placement Center and Job Service of North Carolina: A Viable Arrangement to Serve Students Better" (Bryan, Atkins, Harkin, Johnson); and "Philosophical Foundation for Development of Tomorrow's Student Affairs Professional" (Ghee). (NRB)

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STUDENT SERVICES

The State of Our Work

The Third Compendium of Papers by Student Services Officers of The University of North Carolina

August 1984
The University of North Carolina General Administration

CG 018 342

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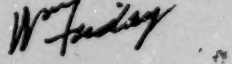
PREFACE

It is my opinion that both the substance of this third compendium of articles by student services officers and the process through which the articles were written constructively serve The University of North Carolina. The writing of articles requires research, critical thinking, time, careful examination, and willingness to be judged by peers. Those who judge in turn must think critically, examine carefully, expend time, and judge prudently as they evaluate articles. The total process is helpful to all student services professionals in defining, developing, and improving their responsibilities in the on-going support of academic missions of constituent institutions of The University. I support and commend the creative effort.



William Friday
President
The University of North Carolina

Chapel Hill
August 1984

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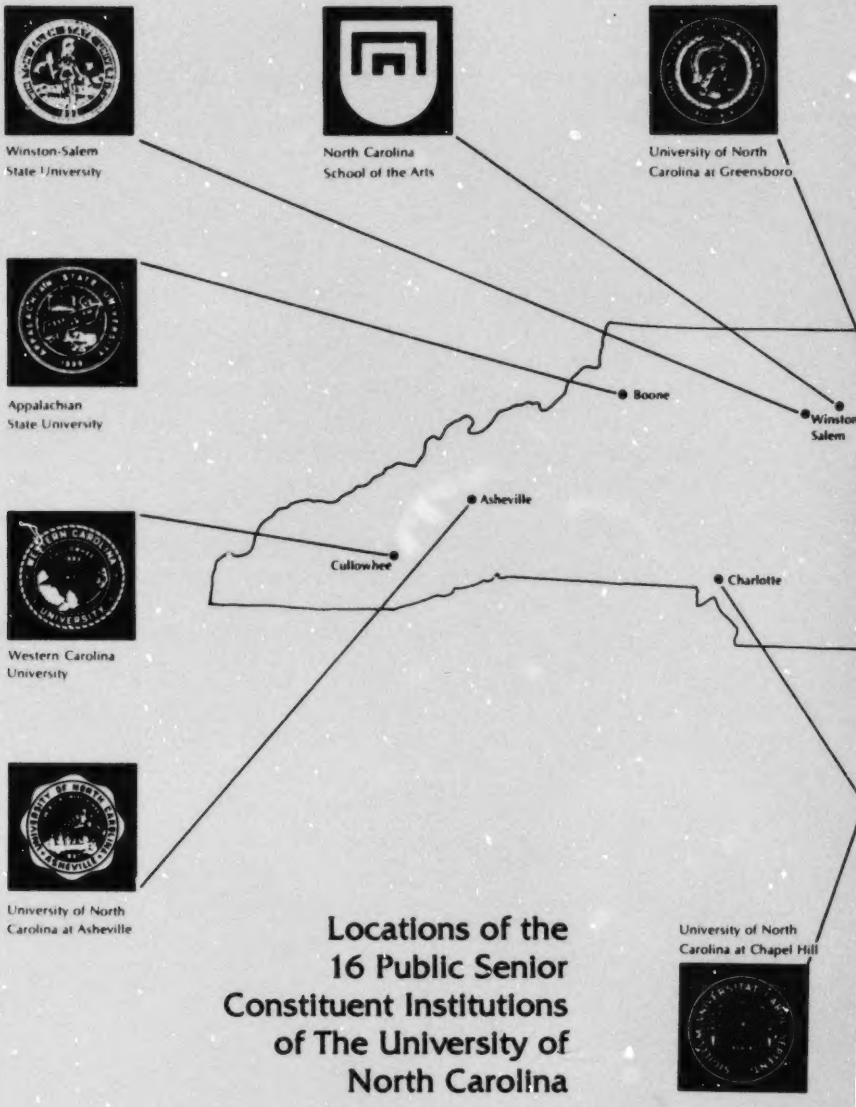

Locations of the 16 Public Senior Constituent Institutions of The University of North Carolina

North Carolina
Agricultural and Technical
State University
North Carolina
Central University
Elizabeth City
State University
Elizabeth City
North Carolina State
University at Raleigh
Greensboro
Durham
Chapel Hill
Raleigh
Greenville
East Carolina
University
Fayetteville
Pembroke
Wilmington
Fayetteville State
University
University of North
Carolina at Charlotte
Pembroke
State University
University of North
Carolina at Wilmington

Cleon F. Thompson, Jr.
John F. Corey

INTRODUCTION

During the spring 1983 conference at Charlotte of chief student affairs officers of the 16 constituent institutions of The University of North Carolina, participants reacted favorably to the second compendium of papers authored by UNC student services officers and published by UNC General Administration. The administrators recommended publication of a third compendium of papers as a continuing professional endeavor of the group. The Vice President for Student Services and Special Programs of The University accepted the recommendation and again appointed an advisory editorial board to guide the project. Reappointed were the chief student affairs officers of Appalachian State University and The University of North Carolina at Chapel Hill and the Associate Vice President of Student Services of The University. Newly appointed to the board were chief student affairs officers of North Carolina Agricultural and Technical State University, North Carolina State University, and The University of North Carolina at Wilmington.

In August 1983 the board invited the 16 chief student affairs officers and their staffs to submit papers and suggested topics relating to the "state of our work" in (1) research and evaluation, (2) staffing, (3) funding, (4) retention, and (5) planning. The board indicated that the articles should describe successful practices in The University that might serve as informative guides for student services operations in The University and as a reference model for student services professionals throughout the nation.

Dr. Thompson is Vice President and Dr. Corey is Associate Vice President for Student Services and Special Programs, The University of North Carolina General Administration, Chapel Hill.

The board hoped, too, that the self-examination process through which the articles would be produced would generate long-range benefits in other ways.

Twenty-five papers were submitted for publication to the advisory editorial board through January 1984. The board reviewed each article at least twice. Thirteen papers were accepted and are published herein.

Because the advisory editorial board designated "the state of our work" as the theme of the third compendium of papers, student services in the multi-campus University of North Carolina are reviewed generally here as background for the compendium. The review, based on information drawn primarily from *The Code* and long-range planning reports of the Board of Governors of The University, defines the services; identifies the placement of related responsibilities for them; and includes commentary on their administration, financing, and relationship to the President and his staff. The delivery of approximately 40 services to 121,783 students at 16 campus locations across the state of North Carolina represents an accomplishment of considerable magnitude. This review of policies and methods supporting such delivery is intended to give perspective to the total activity.

DEFINITION

Student services in The University of North Carolina are defined as activities formally administered by constituent institutions which support, complement, and supplement academic programs and enhance the total growth of students by contributing to their cultural, social, intellectual, physical, and emotional development. Broadly stated, the goal of student services corresponds to that of the university, *i.e.*, to provide an environment which encourages and nurtures the continuing process of education.

RESPONSIBILITY

Basic responsibility for determination of the type, level, and extent of student services rests with the individual institution. Authority for institutional determination was delegated by the Board of Governors of The University in "Delegations of Duties and Authority to Boards of Trustees" issued in 1972.

In those delegations, the Board of Governors specifies that the chancellor of each institution is responsible for regulation of student conduct; approval

of organized, institutionally recognized activities; and definition of roles and functions of any institutionally recognized system of student self-government and student participation in governance of any aspect of institutional programs and services. Further, the Board of Governors limits student appeal concerning such activities to the board of trustees of each institution.

The Board of Governors also assigns responsibility to the chancellor of each institution for establishment and supervision of the institution's intercollegiate athletic programs.

With respect to student financial aid, the Board of Governors provides that all scholarships and other forms of financial aid which are restricted in their application to or supported with resources generated by an institution are to be administered by that institution.

Except for enrollment levels and minimum criteria for admission established by the Board of Governors, the Board delegates responsibility for determination of admission policies and resolution of individual admission questions to individual institutions.

The Board of Governors also delegates responsibility to each institution for adoption of policies concerning auxiliary enterprises, *i.e.*, activities which include such services as housing; food dispensation; bookstores; and ticket sales to cultural, social, and athletic events. Additional and/or new fees for student services are subject to Board of Governors' approval, however.

More than a decade of experience has confirmed that individual institutions can best determine the type, level, and extent of its student services and accordingly, no part of the Board of Governors' 1972 delegation of authority to the institutions has been rescinded.

PRESIDENT'S RELATIONSHIP WITH STUDENTS

The President of The University maintains direct and continuing contact with students of the constituent institutions through his advisory council of student government presidents. The 16 student government presidents that comprise the council advise and assist the President at his request in the fulfillment of his duties. The advisory council meets with him at least biannually to discuss matters of University-wide import. This council serves in an advisory capacity to the President similar to that of the faculty assembly of The University.

PRESIDENT'S SUPPORT, COORDINATION, AND ASSISTANCE

The President, through his Vice President for Student Services and Special Programs, also provides support, coordination of effort, and assistance in areas of common concern and need to chancellors and student services officers at the institutions. The Vice President's coordination role on behalf of the President includes convening the chief student affairs officers to discuss and share information on subjects of mutual interest. Review of institutional budget requests for student services funding and publication of this compendium of professional papers are other examples of the Vice President's coordination role.

STUDENT SERVICES ADMINISTRATION

Each constituent institution coordinates and administers many of the various student services through a single administrative entity customarily called "student affairs." A chief student affairs officer is responsible for administering the student services combined into a single component. The most frequently used position title for this officer is vice chancellor for student affairs. That title is used at 12 of the institutions. Other comparable titles are vice chancellor for student development (at two institutions), vice chancellor for student life (at one institution), and dean of student services (at one institution). All of the chief student affairs officers report directly to their chancellors.

STAFF

Student affairs staffs are composed of full-time professionals and support personnel. In addition, students assist in some part-time positions including residence hall advisors, orientation counselors, intramural sports coordinators, and student union attendants.

FINANCES

State appropriations, auxiliary enterprise revenues, and student fees provide financial support for student services at the various institutions. State funds finance such services as admissions, registration and records, and vocational and other testing. Revenues from auxiliary enterprises finance such self-supporting services as housing and food distribution.

Student fees support the operating budgets of student governments, student unions, health care facilities, and other student activities.

FACTORS AFFECTING VARIATIONS IN STUDENT SERVICES

The approximately 40 different student services provided by the 16 constituent institutions vary from campus to campus. Differences in educational mission and philosophy; enrollment size; geographic location; resources; student characteristics; and institutional responsibility for determining the type, level, and extent of student services are major factors which account for variations in services provided by the institutions.

AREAS OF STUDENT SERVICES

The various 40 student services can be characterized and identified within five basic areas: (1) administrative services, (2) financial aid, (3) support services, (4) student life, and (5) student development. The first four cited areas represent traditional roles of student services; the fifth area identifies a more recent educational role which is supportive of academic affairs in guiding students' intellectual growth. Each of the five areas is described below, and representative student services types within its parameters are noted.

ADMINISTRATIVE SERVICES

Administrative services facilitate the functioning of educational programs. The actuating of learning processes on a sound basis requires efficient operating systems for admitting, scheduling, counseling, and testing students. Representative administrative services include admissions, registration and records, counseling and testing, and placement.

FINANCIAL AID

Financial aid is an administrative service but is cited separately as an area for emphasis due to the large amount of funds involved and importance of the program in making available opportunities in higher education. The program includes scholarships, fellowships, grants, and college work-study awards used by students to cover expenses incurred while engaged in educational endeavors. Financial aid services include providing information

and counseling about educational costs, eligibility for financial aid, and types of available aid; review and evaluation of applications for aid; and determination of recipients and amounts of awards.

SUPPORT SERVICES

Support services provide specialized assistance and guidance to students in a variety of areas. Representative services include freshman orientation, health and medical care, housing, food distribution, international student advising and programming, learning assistance and study skills, veterans, social services, and research and evaluation.

STUDENT LIFE

Student life services are those that oversee student participation in activities of various groups, organizations, and events which contribute to student social, cultural, intellectual, emotional, and physical growth. Staff primarily performs its tasks in coordinative and advisory roles, thereby permitting students to gain experience through planning, managing, operating, and participating in student programs. Representative student life services include the student union, student organization advising, programming, and judicial systems.

STUDENT DEVELOPMENT

Student development is a goal to some degree in each of the various student services but is especially a goal of services which are supportive of academic areas. Student development services recognized as such include residential living-learning internships, career planning, religious activities, and community service and volunteer programs.

CONCLUSION

The cornucopia of student services formally provided by the 16 constituent institutions of The University of North Carolina are basic to efforts of The University in achievement of its broad goal of providing an environment that encourages and nurtures the continuing process of education.

1

Donald A. Boulton
David D. McIntire

1984: The State of Our Work—What Are We Really All About in Student Affairs?

The literature concerning the status of higher education since World War II seems to be dominated by a continually ringing question—"What is the future of the university?" Whenever that question is raised, it is followed by a statement which assumes that our future hangs in a precarious balance. Consequently, we in student affairs are mandated to ask continually the questions: What are we doing? What is it that we do? What are we all about? The simple fact is that we can only answer these global questions by defining our purpose and our mission, setting the direction, and combining the experiences of the past with our current knowledge in order to creatively chart the future. When that is done, definitions and roles will be clarified.

The student affairs administrator in today's world is in a unique position. No matter how we are labeled, by job title or by organization, we represent a group of professionals working in many different areas, spanning a continuum from the job of selecting the individuals who attend the university to the important task of helping our students enter the world of work.

There is only one place to begin, and that is to state categorically that "our future is now."

Dr. Boulton is Vice Chancellor and Dean of Student Affairs, The University of North Carolina at Chapel Hill, and Dr. McIntire is Vice Chancellor for Student Affairs, Appalachian State University.

Students and their education are what we have selected as our life's work. It is work that can at times be exhilarating and at other times discouraging. But it is a dynamic, learning, and humbling experience. It is imperative that we maintain a healthy perspective and sense of humor, taking our responsibilities seriously and ourselves lightly. Further, it is important at the outset to state the obvious: student affairs professionals do not work in a vacuum. They are part of the fabric of that multifaceted institution called a university. However it is described, at the center of that institution are a faculty member and a student in some form of an intentional learning experience. Surrounding that nucleus are many different groups performing services and helping to make the total enterprise work.

In our profession we have made a great deal out of the notion of the "whole student," but it is equally important to see and to construct the idea of a "whole university." The pieces have to come together. If they do not, the unique relationship of a faculty member to a student is weakened. In a speech presented at a national conference in 1982 on university corporate relations in science and technology, George M. Low, president of Rensselaer Polytechnic Institute, stated that our task is to plan for successful linkages. He was speaking about university/industry linkages which he thought will only be successful if they are based on educational programs of intrinsic academic value. President Low went on to state, in a more basic way, that it should be our task to "develop educational goals and plans, and carry them out with distinction. If our programs happen to interest (industry), we then have the basis for developing mutually satisfactory linkages." The same analogy can be drawn for student affairs and the greater university.

The point in all of this is that those of us in student affairs administration should be pursuing the work of defining our goals and carrying them out to the best of our ability while seeking to work to develop and educate our students. To the extent that we are successful, we contribute to the development of the "whole university."

Student affairs administrators are in possession of information and knowledge about students that are essential to the university community's awareness. In our several areas of responsibility, we need to begin to assemble the data which are unique to our area and to bring those data together in useful form. We must then see to it that the data are delivered in a package that is useful to others in the university community as they do their especial work within the learning enterprise.

Let us illustrate this by looking at the admissions office. Faculty often ask the question, "Where did you find that student?" The answer could easily have been that "It took over ten thousand hours of secretarial time, of staff

time, and of faculty time to find that student." The obvious inference in such a question was "I don't like who we're getting."

The point could be made that we never sat down and decided who it was that we really wanted. We determine whom we want by our admissions methods, by our emphasis on the development of skills and technology. Institutionally, we say we are pursuing excellence, and yet we define that term in a way that reveals our tunnel vision. We measure applicants' test grades, compute their grade point averages, compile lists of activities, and proceed to select and admit students to the university. Those of us in student affairs administration then spend a great deal of our time trying to help students adjust to the campus environment. To accomplish this, we must become knowledgeable about our institution and seek ways in which to ensure a better student/institution fit.

For many years student affairs professionals have sought to define and defend their role. This effort has not been productive. We have said that we are in the service business. And yet, today, we proudly proclaim that we are educators, colleagues of the faculty; we are here to complement them. How is this done? We are not conduits through which human life flows, and we do little to interrupt or to change. We should be acting as a strong bridge, as our students make their way from one educational environment—namely the high school—into the college world and then into the world of work. This job that we call student affairs administration does not get done by defining or defending "turf" or "territory." It is accomplished by being able to understand and to describe clearly the total university community and the role which each component plays in it. If we are not happy with our lot and do not like the kind of student body that we have, or its current state, we have ourselves to blame. Perhaps it is our business to take a look at the educational processes and our values to see if they are compatible and to determine if we truly believe in the development of the whole person.

It is incumbent upon us to close ranks with our faculty colleagues in the instructional process of students learning responsibility. We must creatively find ways to lead our students who are dependent upon us to develop a sense of independence. Independent students are a risky but greatly rewarding outcome. The accomplishment of such lofty goals presupposes the existence of a fully functioning partnership relationship with all functioning units of the university.

We are not without choices. In 1951, the late Dag Hammerskjold, then Secretary-General of the United Nations, said: "The man who is unwilling to accept the axiom that he should choose one path and deny the others must try to persuade himself, I suppose, that the logical thing to do is to remain at

the crossroads, but do not blame the man who takes a path nor condemn him either" (p. 67). An article in a local newspaper recently carried the headline, "Half of the Undergraduates are called Phantom Students." In an article bylined by Paul Hirshon, which appeared in 1983 in the *Boston Globe*, a Harvard professor was quoted as believing that half of all the undergraduates at the university are phantom students, young men and women who drift through four years of college without ever grasping the full depth and richness of their experience. The article went on to quote another professor who said, "They are the students who do all their coursework, attend classes, take exams, hand in papers, but never—or hardly ever—have personal contact with a professor." Does this sound too familiar?

The classroom in which student affairs administrators teach deals (or should deal) with that "phantom student." Students who come to our doors are seeking a "liberal" education, and that has been defined by many thoughtful writers as the acquisition of knowledge, skills, and values. It would be a strong thesis that we have spent most of our time during the last 20 to 30 years in higher education assisting students to acquire knowledge and skills, and perhaps we have chosen not to deal with their moral development and values. Those of us in student affairs have long stated that our subject area emphasizes the development of morals and values. The history of our profession attests to this throughout. If that is our work, how do we define the knowledge of human morals and values? To quote Stephen M. Cahn in his book (1973), *The Eclipse of Excellence*, "Aristotle recognized long ago that virtue is of two kinds—what he termed moral virtue, and intellectual virtue. Moral virtue, which we might call goodness of character, is formed by habit. One becomes good by doing good. Repeated acts of justice and social self-control result in a just self-controlled person, who not only performs just and controlled actions, but does so in Aristotle's words, 'from a firm and unchangeable character.' Of course, moral virtue is not acquired primarily through formal schooling" (pp. 5-6).

While a school cannot be expected to instill decent behavior in its students, it can deal with the values. Instead, we have chosen to concentrate primarily on intellectual virtue, that is, upon wisdom and raw knowledge. Today's students may be considered amoral and avalue, because we have forced them, either consciously or unconsciously, to accept the dictum that what really counts is one's knowledge and skill. Yet education and values are not only compatible, they must be fused. We are not truly teachers in our field if we do not encourage both intellectual and moral virtue.

You may have expected, as you began to read this article, that you would find new insight into tools of management, ways in which to organize a division into departments, departments into subdivisions, new ways to

communicate by memorandum, or a better way to justify one's existence at the budget table. Not so. What we are calling for at this time, in a clarion way, is that we in the student affairs field seize that special opportunity outside the classroom to strive for excellence in the broadest sense. We must strive for excellence by teaching our students that talent without motivation is of little use. We must do more for our students than build their self-confidence; we must urge them to strive for the highest standards in every phase of their lives through all of the activities and work that is within our purview. We need individual excellence in every form. We can help students to grow. It may be painful for them, but it will be a positive kind of hurt.

Will we accept this role of leadership as educator? Will we choose to be in the business of service in the developmental task of education? Whether we run or direct a counseling program, a career planning office, a student union, or an admissions office, we need to confront ourselves and our students with these questions: What are your value systems? What do you believe in? Who are you, what are you, what do you really want to do? These are questions that need to be asked daily, for the answers will be continuously changing as we grow and learn and as our students change. We must encourage students to take their own inventory, to measure where they are on the road to excellence, to clarify and to set new goals. We must tell them, "You have demonstrated that you can walk the path. Your talents are many, and our expectations of you are high." We have a job to do. We have an opportunity to do it. We are prepared for it. And so it is appropriate to close with a quotation from Aldous Huxley (1948):

> The choice is always ours. Then, let me choose
> The longest art, the hard Promethean way
> Cherishingly to tend and feed and fan
> That inward fire, whose small precarious flame
> Kindled or quenched, creates
> The noble or ignoble men we are,
> The worlds we live in and the very fates,
> Our bright or muddy star.

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2

Robert K. Feid

Computerization of Student Affairs?—Proceed, But With Caution

Technology is the wave of the future. Failure to accept this fact is tantamount to operational stagnation. At the nucleus of this technological movement is the computer. Thus, who would want to debate the notion that computers can improve personal productivity or that they can impact the delivery of campus services and activities. Yet it is a fallacy to conclude that computerization will improve any operation. To many educators, the word "computerized" has become synonymous with "new and improved." To blindly accept such an assumption is inviting disaster.

Computerization is not an operational cure-all. In fact, at times computerizing an area can actually result in a decrease of efficiency, a loss of control, the creation of additional work, not to mention an enormous financial burden. Thus the "call to computer arms" must be tempered with good sense.

In rising through the student affairs ranks, I was continuously schooled in the "Five P's." Not knowing whom to officially credit for this base of knowledge, I am only in the position of serving as the disseminator of the first commandment of good student affairs management—"prior planning prevents poor performance." I feel that this principle appropriately applies to the matter of computerization. Hurley (1981) stated that "one of the underlying reasons for the failure of systems to perform to initial expectations is the lack of a systematic procedure for acquiring and analyzing user

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needs and expectations prior to system design and development" (p. 168). Succinctly stated, educators have to do their homework prior to computerization.

To minimize the possibility of a disaster, a carefully constructed and implemented need analysis should precede and follow any use of the computer. Proceeding without considering all of the ramifications of computerization can be called nothing less than negligent. While the experts ("computer people") can assist with such an analysis, the responsibility rests upon the individual department head, be he/she computer-literate or not, to make decisions relative to the use of the computer.

Planning is an attempt to forecast the future and match expectations with actions that will produce desirable results. Planning was segregated into types by Dyer (1983) and included what he termed "strategic planning," which is planning for changes in the way things have been done in the past. Dyer presented a series of ten questions that should be asked when doing strategic planning. Since computerizing a function truly is changing the way things are done, I will use Dyer's ten questions as factors to be considered when planning for computerization.

1. WHERE ARE YOU NOW?

Before attempting to tackle the future, educators need to be sure they are aware of the present. In other words, how is a function presently being done? Is there a procedural manual for this function? If you do not have one, make one! Such a manual should describe work flow (flow charts are especially useful) and staff functions. What? Make a procedural manual for an operation that will be computerized? A procedural manual acts like a road map; it can enable an educator to get from one major point (the present system) to another (a computerized system). Further, a detailed procedural manual of the current operation is the only means by which educators will be able to convey to those "computer people," as well as visualize themselves, what they are now doing and how they expect to improve performance by computerizing.

2. WHERE WOULD YOU LIKE TO GO?

Visualize the most perfect operation. What exists? Is the computer in the picture? Exactly what is it accomplishing? Flores (1983) stated that "Good candidates [for computerization] include tasks that are error-prone, time-

consuming, heavy volume, high risk and require speed" (p. 154). Educators should take a copy of their procedures manual and pencil in all that they envision which could be improved by computerizing. All staff members should do the same thing. Afterwards, the entire staff should compare notes and draft a composite of all work to be done.

3. WHY DO YOU WANT TO GO THERE?

I cannot emphasize this step too much. All too often, "the why" of something is totally neglected, and yet it is the most significant of all questions. While serving as a resource person and conference program presenter on the topic of computerization within student affairs, I have been asked on numerous occasions, "how can I use the computer we're getting in next week?" My answer is "You can't." Oh, educators can turn it on and maybe even run it, but until they answer the "why," this "gift from heaven" will be a "thorn in their flesh." Railsback (1983) called the present attitude in education concerning computers "solutions in search of problems" (p. 118). Thus, when educators answer the "why" questions, they bring purpose into play, and purpose is the forerunner of success. This of course is based on the assumption that the "why" they arrive at for computerization has true merit. In the final analysis, the computerized system must be an improvement over the present system, not just a duplication.

4. WHO SHOULD SEE TO IT THAT YOU GET THERE?

People are the key element. If educators want to guarantee disaster, they can go ahead and try to disprove this. As for whom educators should ask to assist with computerization, the rule of thumb is to include everyone who will be affected by it. This will accomplish two things: (a) encourage staff support for all required operational changes; and (b) provide opportunity for the staff to realize that computerization is not a threat to them.

While all affected staff should be involved with the design and implementation of a computer system, Sampson (1982) suggested that a project leader should be assigned for all planned computerization. This person should be responsible for seeing that all strategic planning questions are properly answered and *if* the decision is to computerize (remember, computerization just might not be the answer), he/she should oversee all phases of implementation.

Before leaving the "people element," the matter of computer literacy, or more specifically illiteracy, needs to be addressed. Many staff members might actually fear the thought of being around—much less operate—a computer. Thus, it is imperative that all affected staff, if not the entire staff, be exposed to the computer. It is not suggested that all staff be enrolled in a computer programming course, which is what some educators have mistakenly required of their staff. What staff members need is an awareness of what a computer is and what it can do. A few demonstrations at a local computer store can accomplish much. It does not matter that there is little likelihood that staff would be using that particular computer. What is important is becoming aware of what a computer can do. Sessions advertised as "see what the XYZ computer can do for you" are best. Even better are "hands-on" type opportunities. Some schools are even allowing faculty and staff to take institutionally owned personal computers home with them on weekends (Dow, 1983). There are other ways to become familiar with what a computer can do. First, read a computer literacy book. Not just any book on computers, but a primer. Also make sure it is "user friendly" (that is one of those infamous computer buzz words which means a human can understand it). Before you buy the book, turn to the middle of the book and read a full page. If you understand what is being said, buy it; if you do not, look for another book. Second, find a staff person who is computer illiterate (which is easy to do) and who also wants to learn about computers. Learn together, and help each other. With this approach, staff members will learn more and will find computers to be more interesting.

Once again, do not emphasize programming. Stress the application of good existing software (i.e., word processing, database, electronic spreadsheet). Before any computer hardware arrives, all staff members at the least must be made aware that if they hit the wrong key the machine will not self-destruct, that one does not have to be a genius to operate a computer, and that the computer is not going to solve all their problems.

5. HOW DO YOU PLAN TO GET THERE?

If all the strategic planning questions presented thus far have been answered and the reader still has not aborted the idea of computerization, he/she may now move on to the task of stating goals and listing objectives. "Goals" are broad statements indicating what is to be ultimately accomplished. "Objectives," on the other hand, are the steps that must be followed to reach goals. Goals are stated in generalities while objectives are stated in specifics. Goals for computerization are made after reviewing the

work that has already been done under the questions "Where would you like to go?" Objectives are stated after goals have been made. Without both goals and objectives proper planning for computerization has not occurred.

6. WHEN SHOULD YOU START AND FINISH?

With goals and objectives for computerization in hand, the task of establishing priorities then follows. The old adage that "you can't do everything at once" seems especially true when dealing with the computer. When establishing a time frame for the attainment of each goal, educators should allow time for evaluation and review prior to moving on to the next goal. This will reduce a lot of those so-called computer bugs. To decide which goals should receive priority, choose those goals that will result in the greatest payoff relative to overall investment. Many times the smallest changes net the biggest benefits.

7. HOW MUCH WILL IT COST?

There are many costs that must be considered when computerizing. Beyond the cost of the computer equipment (hardware) and programs (software), there are the continuing costs associated with expensive computer supplies and equipment upkeep. Personnel cost is another major area that must be considered. Personnel costs would include (a) the personal time associated with conducting an analysis prior to computerization (as described in this paper, such an analysis will require at least some time from the majority of the staff), (b) the actual personnel training time for learning to operate the computer system, and (c) reduced personnel productivity levels resulting from nonfamiliarity with the computerized system.

Another major cost that is often overlooked is the cost of obsolescence. This cost is very real since technology and operational systems change so often. It seems as if a "new and improved" version is always being announced by the computer people. Many times such enhancements are perceived to be a necessity for full system utilization and thus will need to be purchased. Also, it often seems that as soon as the educator has a system installed someone (usually outside your department) gets the idea that they really need to be doing something "this way" rather than "that way," thus requiring the system be adjusted accordingly and necessitating the services of those highly paid computer people. Therefore, when determining what it will cost to computerize, take into account *all* costs.

8. WILL IT BE WORTH IT?

In business this question is answered by projecting a monetary return on investments, while in education we rarely use this type of analysis because return on investments made in education are not likely to be monetary. The concept of determining whether a proposed investment will net a significant enough return to justify that investment is applicable to education. After all costs have been considered relative to computerization, the total cost must be compared to the projected benefits that will be realized by such computerization. An attempt should be made to quantify all perceived benefits. By quantifying these benefits, areas of savings can be noted. For example, implied benefits such as improved operational efficiency and effectiveness could be equated into personnel costs required to bring about the desired efficiencies and effectiveness.

The cry for accountability in education dictates the need to affirm that the projected benefits outweigh the projected costs associated with computerization. "In every system, a point of diminishing returns exists where the operating costs are too high in relation to the benefits derived" (Sampson, 1978, p. 34).

9. WHO WILL SAY WHETHER YOU SHOULD GO THERE?

As stated previously, people are the key to success—not machines. Exley and Hardinge (1976) stated that management should bear in mind the following points when planning to computerize:

1. Failure to take into account the human side and the main machine system at all stages of computerization may result in reduced effectiveness and costly mistakes.
2. Systems design and implementation need to be participative, with managers able to influence the key design decisions and with the staff and their staff associations fully involved.
3. Where computer systems will impact upon people already in jobs the sources of job satisfaction and dissatisfaction under the present system need to be taken into account at the design stage.
4. Personnel and managerial policies need to be examined and perhaps re-designed to match the computer system.
   (pp. 200-208)

While one should not expect unanimous agreement for computerization, there must be general staff consensus for such a decision if managers expect it to work. Additionally, the chief student affairs officer (CSAO) must

also be involved with any decision to computerize, because such a decision would need to receive his/her approval. Sampson (1982) indicated four tasks for the CSAO relative to computer resource management:

1. Planning for future computer application.
2. Evaluation of existing computer application.
3. Development of staffs' computer literacy.
4. Ensuring computer applications are used in an ethical and legal manner. (p. 43)

Yes, many people end up being involved with the plan to computerize, but remember that these same people are the ones who will determine the success or failure of any computer system.

10. WHO WILL DETERMINE WHETHER THESE QUESTIONS ARE ANSWERED PROPERLY?

In addition to the person proposing computerization, anyone who reviews the answers to these strategic planning questions will be determining for themselves whether the questions were answered to *their* satisfaction. The probability of obtaining approval and/or acceptance for computerization will be based on whether the right questions were asked and whether the right answers were given beforehand.

SUMMARY

The potential for using the computer to improve operational areas within student affairs is great, but caution must be exercised to ensure that the computer is not misused (for example, computerizing a function which is better suited as a manual operation). In order to lessen the possibility of making a wrong decision relative to computerization, a thorough need analysis should be conducted prior to any attempt to computerize.

This article presented a model that could be used by a student affairs agency in conducting such an analysis. Yet, even after a staff's careful analysis and planning, the need for caution exists. The probability of problems developing in the design and implementation (areas not addressed in this article) of a computerized system should also be considered prior to computerization. Educators must be willing to accept the fact that problems and frustrations will always occur when a computerized system is implemented.

In order to keep things in perspective, "we must learn to use computing as effectively as we can, but we must be careful not to fall off too many cliffs

in our rush to embrace the future" (Golden, 1983, p. 80). While it always seems as if educators attempt to tackle the most difficult tasks first, it would behoove them to consider the KISS principle (keep it simple, stupid), especially in the unfamiliar area of computerization. Thus, educators should first implement the use of the computer in small ways into an operation and then build upon their successes. Yes, student affairs should definitely look for creative ways to use the computer, but caution must be exercised now if the computer is to be accepted as a viable tool within student affairs in the future.

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3

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Retention Strategies In Student Housing

An enormous number of college students become college dropouts for a wide variety of reasons which may be entirely valid and beyond the control of educators. However, retention "traditionally identified with the often low status student personnel side of campus management . . . is an old solution that has found new respectability and status as an answer to campus enrollment problems" (Green, 1983, p. 3). After reviewing retention data available nationally and at East Carolina University (ECU), this article will describe retention strategies significant for student affairs personnel that emphasize the role of the residence life professional.

THE NATIONAL SCENE

Historically, recruitment was stressed in institutions of higher education as the impetus for increasing college enrollments. Over the past 20 years, however, research has exposed some staggering statistics about students who drop out and their reasons for not reenrolling: (a) nearly 50% of all students entering four-year institutions never graduate from the college they entered as freshmen; (b) almost 30% of all students enrolling in four-year institutions do not graduate from any college; and (c) over half of the students dropping out of colleges do so as freshmen (Green, 1983). Student attrition rather than student recruitment appears to be surfacing as the challenge for today's institutions of higher learning faced with potential

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enrollment problems. "Stable enrollments ultimately depend on the retention of currently enrolled students as well as the steady inflow of new students" (Green, 1983, p. 3).

Researchers, having helped to establish retention as a vital issue for higher education, have begun over the last several years to focus not only on causes of attrition but also on intervention strategies. Research studies conducted by Astin (1975, 1977), Beal (1979), Chickering (1974), Green (1983), and Pantages and Creedon (1978) have found that commuter students, part-time students, women, minority students, freshmen, and students enrolled in public institutions have higher attrition rates, as well as do those students entering college "underprepared." Generally, efforts to increase retention rates focus on improving the quality of a student's academic and nonacademic collegiate experience. Professionals are now endeavoring to address the special needs of identifiable "high risk" students. Ted Marchese (1983), finding the literature on attrition and retention "a mile wide and a few inches deep" (p. 7), stated that Astin's hypothesis, "the greater the connectedness between the student and institution, the greater the likelihood the student will stay" (p. 8), was the most significant one found in the literature.

Academic advising, career counseling, early student involvement and commitment, and strong orientation programs have been reported by a number of researchers (Beal, 1979; Beal & Noel, 1980; Habley, 1981; Lenning, Sauer & Beal, 1980; Muskat, 1979; Pascerella & Terenzini, 1977; Ramist, 1981) as having the most affect on the actual retention of college students. Most researchers agree, however, that there is no single cause for students dropping out or persisting (Tinto, 1975).

As the literature indicates, previous studies have been limited, particularly at the local level. The most important step an institution of higher education can take today, if it has not already done so, is to identify not why but who leaves, by comparing group similarities or traits of drop-outs (Marchese, 1983). This important step averts overgeneralized and nondirected efforts to place blame for attrition and concentrates instead upon action steps with target populations. Though only in the initial stages of research, the Student Life Division at East Carolina University has begun to look at who leaves the University.

RETENTION ISSUES AND ECU STUDENTS

Cope and Hannah (1975) maintained that colleges keep poor records on students who leave, using catch-all phrases such as "financial or personal

reasons" on withdrawal forms that "cover everything from fear of pending academic failure, to pregnancy, to an actual financial crisis at home" (p. 52). They further state that most institutions have little knowledge of what happens to students after they leave, citing that most colleges may report 25% of those who leave plan to transfer. However, follow-up studies with these students indicate that 52% of them transfer. Since the lack of such data is a critical component in devising effective retention strategies, the ECU study group first investigated the availability of retention data regarding ECU students.

Since 1978, the ECU Office of Institutional Research has collected data on entering freshmen using the American Council on Education Student Information Form. For example, the class of 1978 lost 25% of the 2578 entrants by Fall Semester 1979, 37% by 1980, and 45% by 1981 (R.M. Ussery, personal communication, April 14, 1982). These data are similar to national studies conducted by Astin (1975, 1977) and others that indicate approximately 50% of each entering freshman class drops out before completing a four-year degree.

According to the ECU Director of Institutional Research (R.M. Ussery, personal communication, June, 1983) the following pattern emerges that reflects the average dropout rate at ECU. Approximately 22% of the student body dropout each year. Five percent of these students leave due to academic ineligibility; the remaining 17% leave of their own accord. There is no breakdown on whether these students are full-time or part-time or whether they leave during or at the end of a semester. The ECU experience is similar to that reflected in national data; ECU cannot account for the large majority of students who leave the University.

In 1982, the ECU Office of Housing Operations reported that 426 students moved from residence halls at the end of fall semester. Of those students who moved, 222 continued in school, and 204 students did not reenroll at ECU. Typically, these students do not go through any withdrawal procedures at the end of a semester. The ECU Office of Orientation and Judiciary keeps records of students who do complete the withdrawal process. These data revealed that personal and medical reasons were those cited most frequently by the students who completed established withdrawal procedures in 1982. ECU mirrors the national pattern in that there is no explanation of exactly what these terms mean, and no exit interviews are given to explore student reasons for leaving.

On the ECU campus, approximately 30% of freshmen who leave the University live in residence halls. In a 1980 student survey sponsored by the ECU Task Force on Academic Advising (1981), 43% of the respondents indicated that they "sometimes" or "regularly" sought help from their

residence hall director in solving personal or academic problems. Because students seek assistance from residence life staff in areas of their lives that also affect retention, staff have the opportunity to design intervention strategies that may keep potential dropouts in school. Encouraged by the knowledge that residence life services are utilized by students and with a better understanding of ECU student retention patterns, ECU residence life staff attempted to identify strategies helpful in retaining students at East Carolina.

STUDENT RETENTION STRATEGIES IN STUDENT HOUSING

As stated earlier, academic advising, career counseling, early involvement in and commitment to campus programs, and a strong orientation program are four areas that can have significant effects on the retention of college students. The role of student life personnel at East Carolina University varies due to the areas of responsibility; therefore, an introspective look at the responsibilities of the residence hall professionals with regard to the attrition of residence hall students was deemed necessary.

Academic advising, a broad area that is often regarded as the primary factor in retention, has its base in the ECU academic affairs division. Students are assigned professors within their academic department or within the General College who provide such conventional academic advising as assisting with class schedules, suggesting classes, and signing the proper forms. At ECU, residence life professionals act as adjunct members of the General College staff by providing information to students pertaining to course descriptions, preregistration and drop-add procedures, and course requirement changes within academic departments. Also, residence hall advising occurs in a more relaxed, informal, convenient location that allows the student to ask questions and express concerns that staff may then convey to academic offices. In this manner, residence hall professionals serve as a liaison between students and academe.

The professional status of residence life staff at ECU affords them the opportunity to receive grade sheets on all students residing in the residence hall. As staff review these grade sheets they can identify high risk students, thereby allowing a timely, responsive approach to intervention. Further, the residence life professional provides study skills personally or in conjunction with the counseling center.

The second significant factor in student retention is career counseling. At ECU, residence hall professionals conduct life-planning sessions with students individually and in groups. In many instances, programs on

choosing a major and making career decisions are used to increase the awareness of the students and to identify residence life staff as individuals who can offer students assistance in these areas. During these sessions, the professional helps students to explore their own values and interests, to assimilate information concerning career trends, and to initiate the development of career interests and alternatives.

Early involvement in and commitment to campus programs is the third important factor in the retention of students. Residence halls generally offer the first opportunity for students to develop the much needed sense of community and belonging. Through social and educational programs offered on an interresidence hall and intraresidence hall basis, students can develop an association with and commitment to campus life. Residence hall student government and participation as a student staff member offer opportunities for students to become involved in closely knit organizations. Also, students having a voice in student government and in the upgrading of facilities provide a sense of connectedness and belonging in the residence hall environment (Schroeder, Anchors, & Jackson, 1979).

A primary responsibility of residence hall professionals is the training of student staff. During this training, some student development theory is discussed, thereby increasing student staff awareness of the needs of new students to develop relationships early. Interpersonal skills and communication techniques are also taught in order that student staff learn to relate to individuals and groups of students. Student staff are encouraged to foster "student connectedness" to the university by providing residents with information about campus organizations and the methods by which students can become involved.

Fourth in the list of highlighted factors in student retention is a strong orientation program. Although residence hall professionals are not organizationally involved with the orientation office, they have responsibility in the new student orientation program at the beginning of each semester. The orientation program is composed of seminars which provide the "who, what, when, where, and how" of being a residence hall student at East Carolina University. Included in the seminars are discussion of procedures for preregistration and academic advising, explanations and rationale for rules and regulations established to maintain a healthy collegiate environment in the residence hall, and some basic study skills and time management techniques. These seminars provide an excellent opportunity for residence hall professionals to create an awareness for the student of their qualifications, responsibilities, and counseling expertise. It is hoped that the professional staff member is seen as approachable, knowledgeable, and willing to assist students as a first contact person. At East Carolina

University, the residence life professional acts as an adjunct to already established departments within the Student Life Division and the Academic Affairs Division. The residence hall professional contributes to the overall development of students at the University as well as being a responsible intervention strategist.

SUMMARY

Whereas recruitment was emphasized as the catalyst for increasing enrollments in the past, today institutions of higher education are beginning to focus their attention on the retention of their students. Up to the present, few records have been kept by colleges and universities concerning the students who fail to reenroll. As previously mentioned, nearly 50% of all students who enter four-year institutions fail to graduate from the college they entered as freshmen, and little is known about their reasons for leaving or their plans for the future. The literature cites academic advising, career counseling, early involvement in and commitment to campus programs, and a strong orientation program as having the most significant effect on the retention of students in college. ECU residence life professionals are in a prime position to positively affect attrition at the university because they play key roles in the four identified elements of strong retention programs.

CONCLUSIONS

Personnel in residence life have a role to play in the retention of students but must focus within their own sphere of influence and design intervention strategies that impact student retention in housing. They must be prepared to set attainable goals; the target of their efforts may be only a few students. Next, as professionals, they have a responsibility to keep abreast of the current literature on retention and to analyze how it pertains to their present work situation, realizing that their close, personal working relationship with students affords many opportunities to favorably impact retention. They need to encourage the entire university, through their own efforts in the residence halls, to be concerned about what happens to students in the campus environment. Finally, residence life professionals must continue to encourage individual student connectedness with the university and to recognize that not all students will be successful. The "hold at any cost" mentality is as deviant as the "enroll at any cost" mentality (Marchese, 1983).

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4

Joan S. Mills

Learning Strategies: A Practical Approach to Retention

With the diverse nature of problems complicating the academic routine of the equally diverse student population, retention strategies must be adaptive and well-considered. Thus university offices and programs should be organized to alleviate financial pressures, to assure proper fit between student and campus, and to provide means for appropriate faculty and staff to be accessible to students. A foremost concern, of course, must be academic, namely helping students master the necessary tools to use in approaching their studies. Innumerable study skill books are available and many provide practical advice and common sense lessons. In most cases students are asked to absorb the self-help information on their own or are herded involuntarily into traditional classrooms. Unless students are extraordinarily self-disciplined or internally motivated, these are praiseworthy but futile efforts.

For a myriad of reasons students ignore the earnest guidance and suggestions of their educators. Students often deny adequate time to use study skills or complain of the inherent boredom of the structure and routine necessary to succeed using most study techniques. In many cases the result is a rapid and startling attrition rate. To address this end, teachers, administrators, and all learners must adopt attitudes that enable students to prepare themselves to study. Students need personal information and insights which allow them to choose techniques most useful to their own

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learning style and preferences. Lessening of personal confusion and heightening of individual identity and dignity will foster the nurturing atmosphere conducive to true learning. To be complete and real, learning must reach the whole person, cognitive and affective, and encourage emotional discoveries as well as challenge intellectual thinking skills. Retention strategies should be designed which reflect the complex wealth of theories that promote person-centered, whole-brained learning.

To this end, the author has mixed and combined the several theories, models, and applications of Rogers (1961, 1969); Bloom (1971); Sperry (referred to in Springer and Deutsch, 1981; and in Segalowitz, 1983); Kolb (1981); Whimbey (1980); and McCarthy (1980) to produce a multi-faceted attack against student indifference, lethargy, fear, and ignorance. Rogers (1969) wrote that he valued person-centered learning where empathy, congruence, and respect for the individual were key factors in nurturing learning, a process which can come only from within. This sophisticated, responsible, caring environment supports the practical applications of the theories of Kolb's Experiential Learning Theory (Kolb et al., 1979), Sperry's right-left brain differences (Springer & Deutsch, 1981; Segalowitz, 1983), Whimbey's cognitive modeling (1980), and McCarthy's teaching model (1980). This author uses these ideas and approaches in personal counseling for self-esteem building; in academic advising for classroom fit and study skills; and in teaching learning skills, from intuitive to structured and linear problem-solving, which are applicable to tutoring, study groups, and classroom curricula.

This paper is not a statistical study; the author has not yet isolated or verified the components which "work," although several course curricula are currently being developed. But the methods, both intellectual and intuitive, while experimental, are exciting and should be brought forth for study, discussion, debate and, to that end, for more innovative programming for students.

LEARNING THEORIES

Establishing an open atmosphere for learning is fundamental, but mostly ignored; yet it is especially critical for the process of self-discovery.

Humanistic Psychology

Rogers (1969) wrote at length about the nature of learning and learners and about the outcomes which can be sought in both therapy and education. He wrote that teaching in the traditional sense does not work

and that true learning comes almost singularly from the effort through both intellect and feelings of the learner. When learners feel the dissonance between what they know and what they are unsure of, that experience will lead them on a self-initiated search for resolution of the problem.

This philosophy implies that learning goes beyond the accumulation of information and data. Learning implies changes in the learner and a readiness and openness for more learning. True learners become self-confident, accepting of themselves and others, realistic about themselves, autonomous and mature, flexible in their world view, and come to trust and value their own exciting and fluid process of being. In this philosophy the role of the teacher is one of a facilitator, perhaps an expert resource person, who allows and supports the creative learning environment. The successful facilitator is willing to be genuinely open in what is immediately occurring in the relationship with the learners, and the facilitator is accurately aware that the feelings and expression of them are congruent. Another crucial attitude on the facilitator's part—and extremely difficult to accomplish—is an unconditional caring acceptance for the student where the facilitator does not worry about a loss in personal reputation when learning goals do not match student outcomes.

Instead of the superior/inferior pattern of the classroom teacher-learner role, in Rogerian learning theory (1969) the facilitator can sense and accept the confusion and fear of the learner without imposing personal judgments onto the learner. Therefore, learning takes place when the learner perceives the problems, chooses those issues with which to grapple, and works with a facilitator who is unafraid to be a person with real feelings and who is willing to relate to students with flexibility and sensitivity. With this atmosphere the student can approach independence, creativity, and responsibility and the possibility of learning.

Experiential Learning

The Experiential Learning Theory of Kolb (Kolb et al., 1979) complements the humanistic philosophy of Rogers (1969). The key point is that most retention plans have focused on one method or one strategy; this belies the fact that learning is an individual, perhaps idiosyncratic, experience. Learning has been measured classically as a function of intelligence, of ability; classrooms are provided for one person to give facts to many. Successful learning is defined by the reward given to those students who can absorb and repeat the most of what the teacher has presented. Intellectual or academic ability is unipolar in description, and there is always a value judgment attached. Teachers generally grade on a normal

curve, and so ultimately schools foster only a small percentage of students who are traditional learners and high achievers. Bloom (1971), an educator who became prominent in the 1960s for his advocacy of mastery learning, felt that 95% of the healthy adult population could accomplish a high level of academic achievement if given appropriate time, resources, and methods of instruction. The use of a learning styles approach to curriculum formation and goals could respond to this disparity between what the schools currently offer and what they could offer.

The idea of learning styles which transcend intellectual, perceptual, emotional, social, and psychological behavior is bipolar, is a continuum of cognitive functioning, and has no implicit value attribution. Learning styles imply a range of applications and influence over a person's typical response in thought and behavior and should not become another easy way to classify or stereotype individuals but, rather, should help make some distinctions out of the infinite variety of people.

Learning styles are differences in the way people perceive and process information. The continuum of perception ranges from those whose response is intuitive and who sense and feel their experiences to those who think through experiences and prefer an analytical reflection of their reality. The continuum of information-processing ranges from those who sit back and observe to those who impulsively jump into whatever situation occurs.

Kolb et al. (1979) became dissatisfied with learning measured only by classroom success because most active and experiential learning was discouraged by the schools. Kolb et al. (1979) described patterns of learning and problem-solving as a continuous process. Learning is circular; it begins and ends with experience and is dialetic because learning involves abilities which are opposite: active and passive, concrete and abstract. The learning process, however, is influenced by individual histories, needs, and objectives and so a style develops that is unique to the individual and stable over time. Kolb's theory (1981) is developmental in that growth is reflected in one's ability to choose the learning style most appropriate to the situation. Learner maturity is a balance and melding of all learning styles and the learner's adaptability to a variety of learning problems, no matter how complicated.

Brain Hemispheric Differences

More speculative, controversial, and tentative perhaps, but truly exciting, were the studies done by Sperry (referred to in Segalowitz, 1983 and in Springer & Deutsch, 1981) and Bogen (1975) on the information-processing differences in the two cerebral hemispheres. The findings of these

researchers support Kolb's experiential theory and have been molded into a superb practical model by McCarthy (1980) which generalizes a structure for almost any organized problem or learning situation.

For many reasons (i.e., the number of subjects is small, replication of experiments is difficult, the pathology of subjects is unique to each, normal subject testing is not sophisticated) few definitive or conclusive assertions about hemispheric differences are made. But certain confident statements about the duality of the human brain have been made by Bogen (1982) who, with Vogel, performed the first complete commissurotomy on patients to alleviate the debilitating effects of intractable epilepsy. The split-brain operation, where the corpus callosum was severed, resulted in a reduction of epileptic seizures; and after a recovery period, behavior from normal subjects was basically indistinguishable. After testing, researchers found differences in information-processing. Bogen et al. (1982) asserts that after 20 years of study there is no doubt that the brain is double where each hemisphere can function independently of the other ("cerebral duality") and that to a significant extent the two hemispheres operate differently and have specialized tasks. Bogen et al. (1982) also declared that people show a relative tendency to rely at some times in some situations on the participation of one hemisphere over the other ("individual hemisphericity"). With strong cautions against "dichotomania," where assumptions are made that two dimensions are adequate descriptors, these researchers believe, as Sperry stated, (referred to in Springer & Deutsch, 1981) that in the human brain there is the doubling of conscious awareness; namely, there are two independent streams of consciousness which are separate from each other and which are not in contact with each other.

The special functions of the left and right hemispheres can be cautiously categorized. The left brain characteristics are more verbal and temporal. The left hemisphere is equipped with mechanisms for speech and writing, is the main center for comprehension and organization of language, and does linear, analytical, and sequential processing. The right brain, which generally cannot talk or write but is not without verbal capacity, is holistic, intuitive, responds to ambiguity, and processes globally. It is where data are perceived and absorbed even as data are everchanging.

With this information and realizing that education has emphasized and valued left-brained skills to the severe detriment of right-brained skills, the educator has the obligation to develop and esteem the attributes of both hemispheres.

THEORY APPLICATIONS

To date, the author has combined and used the philosophies, theories, and information noted above in three different arenas.

Counseling

To some students in personal counseling the learning styles/right-left brain preference theories are explained and then simple pencil and paper inventories are administered to the students. The clients then have a concrete idea of their learning style/brain preference. After interpretation of what their personal style means relative to others, the counselor and client begin discussions about communication and rapport with others, expecially those of different styles. The counselor uses a paradigm of Kolb's experiential learning circle combined with a sequence of right/left brain preferences developed by McCarthy (shown in McCarthy, 1980), and it becomes easy for the clients to visually see why some people are compatible and some tasks simple and why other people are less agreeable and other tasks burdensome. These findings then become basic to typical university counseling explorations: how to get along in a group (especially with whom it is preferable to choose to study or work); how to live better with a roommate or spouse; how to understand and communicate with parents and children; and, further, how to choose and be comfortable with a curriculum and career.

Academic Advising

For academic advising the difference between intellectual measurement and learning styles becomes particularly helpful. Students can understand, at last, why some classroom environments feel hostile and why some subjects are difficult to master, particularly as the subjects are traditionally taught. Students may learn that their most natural and comfortable style of learning has not been validated in the classroom. That they are not intellectually unfit is a sometimes startling and radical insight for traditionally poor students; a new understanding of what learning can be many times leads to a definite breakthrough in changing their defeatist attitudes. Self-confidence and esteem and academic viability become subjects then for counseling with a likelihood for positive change. Also, students can opt for curricula which match or complement their styles, or they can knowingly choose coursework which might be more challenging because the subject match is dissonant with their best learning strategy. However, they now understand that the nature or presentation of material is not in their style and the problem is not their inability to learn. Kolb et al. (1979) emphasized

that the total learning experience touches everyone's style at some point; at some points learning may be easy and at other times difficult. If students know which areas will require more work, they can focus the appropriate energy and concentration and become successful.

Tutoring

Another application is the area of tutoring, both in tutor-training and in the method of information-sharing that the peer tutors are asked to use with students. Both tutors and students are given the same basic material about learning styles/right-left brain preferences. While tutors are supervised and monitored in their work, students are also "trained" by de-emphasizing right answers per se and by focusing on creative, critical thinking and problem-solving skills as the essence of each tutoring session.

Since students often complain that they have nothing about which to write or they are often bewildered by the fact that problems may have many alternate solutions, right-brained activities are encouraged. Edward's *Drawing on the Right Side of the Brain* (1979) is used as a good source to help students begin to understand how it feels to use the processing skills of the right hemisphere. After reading this source most students can identify the feelings of lost time and space, typically described as "right-brained." Then the cognitive modeling approach outlined by Whimbey (1980) is taught, again to both tutors and students. This model is whole-brained learning where the first struggle of intuitive risk-taking is encouraged and then precise, analytical, sequential left-brained steps are strictly rewarded. The Rogerian philosophy of learner responsibility underlies the structure of the Whimbey modeling. The tutor is the expert and is accountable for clearly showing personal methods of problem-solving. The student follows the lead of the tutor and comes to appreciate learning patterns and techniques. The pressure of right answers is taken away because the method is the key. Tutors and students win; tutors are relieved of the anxiety of needing "to know the correct answer," and students, by watching, listening, absorbing, and practicing, become confident and trusting in their own problem-solving skills.

Classroom Teaching

Currently the author is working on concrete applications of these theories and models in classroom teaching, specifically in an introductory forestry course and in a freshman English literature course. Using Rogers' (1969) theories establishes an open, spontaneous, person-centered atmosphere and critically places responsibility for learning on the student. Bloom's (1971) theories help outline learning and learner expectations and

measurable objectives. McCarthy's (1980) curriculum model provides a standard for lesson plans which encourages students to use their whole-brained, multi-talented learning capacities. The need for the teacher to establish who is "smart" and who is not is eliminated, and all students are rewarded by having a fair chance to learn.

In the 1984 freshman English literature class, students took learning style, right-left brain inventories and discussed with the author the implications of their learning style and brain hemisphere preference, particularly as it influences their approach to reading and their reaction to literature through writing. Do they focus logically and strictly on the structure and techniques of the literary work, or do they concentrate solely on the content and their own emotional reactions? Do they analyze the body of the work or choose small details and esoterica on which to comment? The facilitator then reminds them that looking at literature in a way that is antithetical to their preferred style of learning is not impossible but takes much concentration and energy and that the mastery goal is looking at content through the author's choice of structure. Curiously what the author has found is that these students, successful enough to reach a major university, have done so by imitating the one style rewarded by the traditional primary and secondary school systems, left-brained, analytical, and nonoriginal regurgitation of known material; that is, students parrot back the comments and observations of the teacher without adding something of themselves. At best, student writing styles reflect some of their personal style, mostly in sentence structure and choice of words. The facilitators note that risk-taking and creativity need to be encouraged as much as adding finesse to their established, left-brained analytical techniques.

In a forestry class, student fear of the different, non-traditional class structure has been difficult to overcome. Frustration over the deliberate ambiguity of classtime organization has acted out in hostility toward the facilitators. The feelings of both facilitators and students have been best dealt with honestly in open problem-solving sessions. The problem of a mastery concept in a traditional 15 week semester has been in providing enough resources, both in preparing an adequate number of test repetitions and in organizing personnel to accommodate the workload of the necessary project iterations. Also, the process of competency through mastery is foreign to many students, and ironically they complain about not enough pressure. This results in using the first mastery test not as a true measure of learning but as a strategy to become test sophisticated. While this plan has possible merits for some, it is mostly a gamble against the constraints of completing all mastery tasks by semester's end. This behavior has been acknowledged and discouraged by the facilitators as mocking the real

purpose of the mastery component, i.e., removing the stress and anxiety of failing.

SUMMARY

Traditional teaching methods have inculcated rigid, non-creative student responses. The practical approaches to retention inherent in this system of theories at first alarm both faculty and students as radical and nonworkable. However, if the facilitators persevere and are willing to work through the initial criticism or ambivalence, the results can be learners who flourish intelligently and emotionally.

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5

Evelyn C. Davis

Aiming for Academic Success: UNCC's Model For Diagnosing and Correcting Student Learning Skill Needs

Coordination of a learning assistance system at a four-year institution of higher education can be exciting, challenging, and varied in scope, but sometimes frustrating. Since most of the services in such a system are voluntary in nature, students are not generally motivated to participate. Therefore, these services must be managed in such a way that the students are interested enough to choose to continue for the period of time necessary to improve their academic skills. This article describes the University of North Carolina at Charlotte's learning assistance model.

At UNCC, the academic support program, Learning Assistance Services, is an arm of the counseling center. Many cross-referrals are made; because this area of Student Affairs seeks to serve personal, social, career, and academic counseling needs.

All of the Learning Assistance Services' (LAS) programs, with one exception, are free, noncredit, and voluntary. The exception is a three-hour credit undergraduate class, EDU 240: "Learning Skills Instruction," offered through the College of Education. Designed primarily for freshmen and transfer students, the course can serve as an elective for any major with the permission of an advisor. It provides students an opportunity to develop knowledge of, and practice in, the learning skills necessary for successful academic performance and emphasizes motivation, goal setting, and career planning.

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Other academic support programs offered by Learning Assistance are as follows:

1. Diagnostic reading, study skill, and learning style testing;
2. Individual academic consultation;
3. A learning center for individual or group work;
4. Noncredit mini-courses and workshops on a variety of topics;
5. Peer tutoring, both individual and in small groups, in many content areas;
6. Academic aid for learning disabled and physically impaired students; and
7. Special assistance for reentering students and international students.

Members of the UNCC community (student, faculty, or staff) may participate in any of these services. Moreover, students do not need to see one of the learning assistance instructors in order to register for a workshop, make an appointment for tutoring, or use the materials in the learning center. However, for many, the first contact with staff *is* an individual consultation. The focus of this article is to explain the manner in which specific learning skill needs are identified and corrected when a student seeks this academic counseling and assistance.

PROGRAM DESIGN

In the initial planning of the UNCC skill emphasis, staff were aware that recent advances in educational and cognitive psychology have led to a new understanding of the learner's role in the teaching-learning interchange. Rather than portraying learners as passive participants who assimilate knowledge in a mechanical manner, these conceptions characterize learners as active information processors, interpreters, and synthesizers. Students who know how to use effective strategies to organize and monitor learning, memory, and information retrieval can thus take greater responsibility for their own learning and become more instrumental in adapting the learning environment to fit their individual needs and goals (Weinstein, 1982).

In seeking to organize a management plan that would help students develop these strategies, the Learning Assistance Services staff tried to keep in mind that beginning to utilize effective learning skills would have a far greater impact on a student's life than merely preparing him for a college academic setting, for in today's fast-paced world of technology, "content" quickly becomes obsolete. Staff noted, moreover, that the final report of Task Force II on UNCC Goals of Education (1983) listed communication,

problem-solving, and understanding values as competencies UNCC graduates should possess. They knew that in the decade of the eighties, economists, sociologists, and futurists would have their work prescribed for them (Tompkins, 1982), but they agreed that the real challenge would be for educators.

Step One

The process of designing a Learning Assistance Services management system began four years ago and has continued since that time. The first step was the selection of basic diagnostic test instruments to provide a good overview and understanding of a student's learning skill strengths and weaknesses. Therefore, staff spent several months examining many tests and discussing the relative assets and shortcomings of each.

To obtain a grade-equivalent reading score, staff decided to continue using the *Nelson-Denny* (thirty-minute, timed) *Reading Test* Form C (pretest) and Form D (posttest). This test has been used at UNCC for the past ten years, and even though it has definite limitations, no other test was identified that would give a better general overview. The "reading rate" part of the test is omitted because staff felt it was not an accurate measure of a student's reading speed. Staff also agreed that comprehension and vocabulary improvement would help increase rate and should be dealt with first.

Because a grade-equivalent reading score does not give sufficient information for some students, Learning Assistance staff decided that a student who scored below grade-level on the *Nelson-Denny* pretest (Form C) would take two sections of *The Descriptive Tests of Language Skills* (DTLS): "Reading Comprehension" and "Logical Relationships." The "Reading Comprehension" section of this test reports scores of ability in the comprehension areas of main ideas, direct statements, and inferences. The "Logical Relationships" section reports on one's ability in categorization, connectives, analogies, and organization. The other sections of the DTLS, "Usage" and "Sentence Structure," are not used in our Center. English grammar and composition needs are met through the Writing Resource Center (WRC), which is sponsored and operated by the English Department.

Next, staff attention was directed toward selection of a study skills inventory. After previewing a number of inventories, a staff member discovered an old survey developed by Frank L. Christ. The *Survey of Reading and Study Efficiency* (SR/SE) consists of 144 questions (untimed). A student's responses show self-assessment of learning efficiency in personal study habits and attitudes, classroom skills, and physical environment. Areas measured include time management, study reading, listening-notetaking, library research, vocabulary and spelling, test-taking, concen-

tration and memory, reading interests, school attitudes and motivation, and physiological aspects.

The *SR/SE*, published by Science Research Associates (SRA), contains a student's "Personal Program Guide" listing materials recommended for work in each reading/study area assessed. Learning Assistance Services staff liked the idea of having a study guide; however, the SRA guide was not usable in our setting. First, the resources listed on the bibliography were, for the most part, outdated; and second, most of the materials listed were SRA books, kits, and programs. Staff recognized that this would be a problem, because most college students have used SRA materials previously and are "turned off" by excessive use of them in college.

Learning Assistance Services staff were determined to develop their own "study guides" and found a way to "key in" student diagnostic test information to specific assignments in the wide array of resources available in the learning center. Next came months of carefully reviewing every learning skill resource available (book, kit, program, audio-visual, tape series, etc.) and breaking down each part or chapter into specifics. Once this mammoth task was completed, staff compiled these resources into a "Guide of Suggested Study Materials" for each study skill area.

With completion of this initial effort several years ago, Learning Assistance Services' first management goal was accomplished: giving students some *specific* way of being able to follow-up the diagnostic tests with assignments in weak skill areas. These first guides were parallel to the information received from scores on the *Nelson-Denny, The Descriptive Tests of Language Skills,* and the *Survey of Reading and Study Efficiency.* Titles of guides developed at that time were

Study Management
(time organization and study environment)
Study Reading
General Comprehension
Listening-Notetaking
Vocabulary and Spelling
Test-taking
Reading Rate
Library Research
Reading Habits and Interests
General Health and Vision
School Attitudes and Motivation

Step Two

As Learning Assistance Services staff worked individually or in small groups with students, they did not merely give students one (or several) of the guide sheets and expect them to work through all of the materials. Rather, because each guide listed a number of various resources (and to do all of them would be redundant and unnecessary), staff tried to assess which type(s) of activities would fit in with a student's most comfortable style of learning: reading, audio-visuals, module-tape programs, small groups, individual tutoring, etc., and then tried to mark assignments accordingly.

Staff soon realized that a learning style test would be helpful to have as an available option. Examination and discussion of possible tests began. Use of the *Myers-Briggs Personality Test* (MBPT) through the UNCC Counseling Center was already being made when deemed helpful (it has learning style implications). In addition, staff used the *Canfield Learning Style Inventory* (CLSI) for a year on a trial basis and liked its quick-scoring answer sheet and the easy to understand percentile profile of learning preferences. This test was added as a regular diagnostic tool for the 1982 fall semester.

The *CLSI* indicates learning style preferences in three areas: conditions, content, and mode. "Conditions" includes such items as course organization, goal setting, classroom competition, instructor authority, and degree of independence. "Content" assesses the student's degree of preference for working with numbers, words, things, or people. "Mode" shows whether the student learns best from lectures, books, or experience. [1]

It also became apparent that there were more and more student needs centering around study strategies for specific content areas and for skills help related to reasoning, critical thinking, and problem solving. Too, Learning Assistance Services staff decided that the materials on the Vocabulary and Spelling guide needed to be separated and that the General Comprehension sheet should be more practical and specific.

During the second period of development, then, staff produced the following study guides:

Comprehension Skills, Part I
(main ideas, direct statements/details, inferences)
Comprehension Skills, Part II
(categorization, connectives/organizations, analogies)

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[1]There is also a *Canfield Instructional Style Inventory* (CISI) which parallels the learning style one. Persons taking UNCC graduate education courses taught by this writer or participating in a Canfield Workshop take both instruments and compare the two profiles.

Spelling
Vocabulary Development
How to Study in the Physical and Natural Sciences
How to Study in the Social and Behavioral Sciences
How to Study in the Math and Technical Areas
Types of Reasoning and Critical Thinking
(deduction, induction, fact/opinion, making judgments/drawing conclusions, decision making)

Step Three

As time passed, several other areas of need began to surface. For example, as staff worked with students on test-taking tips, they discovered that anxiety often plays a large part in the failure to perform satisfactorily. Also, staff began to feel that, even though they referred students with grammar and composition needs to the WRC, students would find it helpful to have a compilation of our composition resources listed on a study guide sheet. In addition, a Learning Assistance Services' instructor periodically teaches mini-courses in graduate test preparation, and Learning Assistance Services had no list of suggested study materials in that area. Staff therefore developed

Test Anxiety Materials
Written and Oral Skills
Graduate Test Preparation
(GRE, MAT, NTE, GMAT, and LSAT tests)

As readers can see, the process is extensive and never ends. Staff continually refine "old" guides (adding new resources, deleting ineffective materials, etc.) and/or assess the need for new guides in other areas. The current projects underway, coordinated by a graduate assistant, consist of the development of "How to Study in Literature," the breaking down into two separate guides each the current "Listening-Notetaking" and "Concentration-Memory" single guides, and the revision and updating of the Learning Assistance Services' master bibliography lists, which are available to persons who become interested in the UNCC system and need information for ordering resources. Bibliographies developed include "General Bibliography of Books and Materials," "Bibliography of Other Resources," "Instructors' Bibliography," and "Bibliography of English as a Second Language." One resource yet to be compiled is the "Bibliography of Resources Used With Physically Impaired and Learning Disabled Students."

PROCESS FOR INDIVIDUAL ASSISTANCE

When a student begins the individual skill-development process, he/she can have an initial consultation with an instructor or the student can simply sign up to take one or more diagnostic tests. All tests are quick-scoring, and staff think it important to schedule a "test interpretation" appointment as soon as possible, preferably within a few days, while student motivation is high.

During this appointment, test scores and learning style preferences are explained, and suggestions are made to the student concerning ways to strengthen weak skill areas. Most students agree to work through an overall learning plan which includes working individually in the learning center on items listed on several of the study guide sheets (those indicated by low test scores), participating in one or more mini-courses, and making regular appointments for tutoring. Learning Assistance Services also makes available many free handouts which contain "quick tips" in most of the skill areas and which can be useful for later reference.

The learning center is staffed by undergraduate lab assistants, who are required to attend bi-weekly training meetings in order to become familiar with the Learning Assistance Services' management system and to learn how to help students locate materials and follow-through with assignments. Once a student enters the system, he is encouraged to make follow-up appointments with the instructor at least every two weeks for the instructor to check work completed, give additional assignments, and discuss any difficulties or problems. Students are also expected to make a weekly "time commitment" for skill improvement. This is recorded on the front of the lab folder, as are all consultation appointments, hours spent in the learning center, tutoring, and/or mini-courses attended. At the end of each academic year, this information is transferred to a master record card kept on every student who uses LAS services. The master card has space to list the use of learning assistance programs throughout a student's entire academic career. Students also check a "computer card" each time they visit the learning center or participate in any service. At the end of each semester the Computing Center provides a print-out which details usage of the Learning Assistance programs by academic major, student classification, race, and age, as well as summarizing other pertinent data recorded on the cards and accessed to the computer master file by the students' social security numbers.

CONCLUSION

It is possible that many of the Learning Assistance Services programs and services described are not new to the reader. However, perhaps some new ideas have been generated for a method of managing learning assistance services on a college campus. Staff believe there is a direct relationship between effective learning assistance programs and student retention. Also, they believe there is a growing realization by college administrators and faculty that learning assistance programs can also improve academic satisfaction (Beal, 1980). And some of UNCC's most significant and exciting Learning Assistance Services results have come from the efforts we have directed at *all* students who want to improve their learning skills, *whatever* their level of academic performance.

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6

Edward J. Reilly

Learning Assistance Services Via A Taped Treatment Program

Student affairs professionals are often approached by college students concerned about poor grades. Such students typically present problems related to learning skills, self-management, and motivation. Maxwell (1980) observed that if students earn poor grades in college, parents and professors often conclude that they have "poor study habits." Maxwell cautions that "poor study habits" may be a euphemism for a minimal investment of time and effort in study by students.

Although underachievement may be caused by the interaction of many factors (Bendar & Weinberg, 1970; Krouse & Krouse, 1981), underachieving students usually need to spend more time on task and study in a more efficient manner. To this end, staff members at the Student Development Center at the University of North Carolina at Wilmington (UNCW) have used a variety of procedures such as time management, study schedules, reinforcement, and specific study strategies to help students realize greater control over their study habits.

On the basis of many favorable outcomes using such procedures with individual clients, staff members wished to determine if these techniques could be packaged and delivered to large numbers of students. A treatment program was designed and recorded on cassette tapes and accompanied by corresponding charts and handouts. Student participants in this program worked independently at flexible times and required little staff supervision.

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METHOD

Participants

Participants for this study consisted of 88 student volunteers enrolled in six sections of Introductory Psychology at UNCW during the fall semester of 1982. Students were approached after their midterm examinations and invited to participate in a "learning acceleration" program designed to improve performance in that class. Students were randomly assigned to the experimental group or the control group.

The Treatment Program

The "learning acceleration" tape treatment program consisted of five taped sessions, spaced at weekly intervals, in which subjects listened to an audio-cassette recording and completed planning charts, graphs, and other materials that they kept in their work folders. A brief summary of the sessions follows:

Session I. This session introduced students to the benefits of being systematic in their study routines. The concept of self-monitoring study behavior was presented, and students were asked to keep a record of their study behavior and apply self-administered reinforcement to on-task behavior. Finally, students were presented with information on test-taking strategies.

Session II. This session introduced the benefits of planning study behavior, controlling events that compete with study time, breaking down assignments to smaller components, distributing study sessions, and the need for systematic review.

Session III. This session presented the need for students to become active participants in the learning process by previewing material and using introductory and summary material as advance organizers. In addition, it was suggested that students develop questions on the text to help achieve an active dialogue with the author. The need to recite answers aloud as a memory device was emphasized.

Session IV. This session introduced students to the benefits of constructing their own "learning tape" as a study aid and method of preparing for the final examination. A taped segment presented a model of what a "learning tape" might sound like. It was noted that constructing a tape forced the student to make active choices relative to the importance of material and made the student recite. The student could listen to the learning tape while driving to class or doing certain chores, allowing more time to be devoted to review.

Session V. The fifth session attempted to help the students implement the techniques of the treatment for the duration of the semester. As the final examination was approaching, this final session employed the use of a formal behavioral contract to increase utilization of those techniques which the student had personally found helpful. This session introduced the use of covert reinforcement (positive and negative mental imagery) as an additional reinforcement strategy and the use of family and friends to develop social support for target behaviors. Finally, students were asked to complete an evaluation of the treatment's effect on their study habits and attitudes.

Research Design

A randomized control-group post-test only design was employed. The independent variable was the "learning acceleration" tape treatment program and the dependent variable was the subject's final examination score in Introductory Psychology. A pilot study conducted during the previous summer session showed significant improvement for students participating in a similar treatment program. An ANOVA was performed on the data using a SPSS ONEWAY program.

RESULTS

The results of an ANOVA conducted on the final examination scores in Introductory Psychology were significant ($F = 4.68$; $d.f. = 1/87$; $p < .05$). Means and standard deviations for the experimental and the control group are presented in Table 1. Students completing treatment made scores that were an average of 8.46 higher than the scores made by the control group.

TABLE I

Means and Standard Deviations for Final Examination Scores in Introductory Psychology

Group	N	Mean	Standard Deviation
Experimental	40	74.65	13.38
Control	48	66.19	20.69
Total	88	70.03	18.32

Table 2 depicts the results of a self-report instrument used to determine the experimental subjects' perception of the treatment. The results indicated that the treatment positively affected both the quantity and quality of the subjects' study behavior. Students were also asked to respond to several open-ended questions regarding the treatment. Generally the responses were favorable and supported the value of the treatment.

TABLE 2

Responses to the "Subjects' Evaluation of the Experiment" Questionnaire ($n = 40$)

Item #	Question	Response	
		YES	NO
1.	The techniques suggested in the tapes helped me increase the amount of time that I spent studying.	80%	20%
2.	These techniques improved my attitude toward studying.	97%	3%
3.	These techniques helped me to learn material better.	87%	13%
4.	These techniques helped me to remember material better.	92%	8%
5.	These techniques made me feel more in control of my studying.	90%	10%
6.	I made my own "learning tape."	27%	73%
7.	The study records that I kept were pretty accurate.	92%	8%
8.	I usually gave myself some reward for studying.	70%	30%
9.	I believe that these rewards helped me get on task.	60%	40%
10.	I will use these techniques in other classes or study situations.	100%	0%

DISCUSSION

The results of this study suggest that the combination of self-management and study skills techniques presented in the treatment was effective in helping students achieve higher grades. This finding is consistent with the results of similar research (Greiner & Karoly, 1976; Richards, 1975). Although Introductory Psychology was the target for application of the treatment, these techniques can be equally helpful for students when applied to other classes. Knowledge of better study methods has little value for students unless they can put this knowledge to use (Weigel & Weigel,

1967). It seems that students were able to implement many of the study improvement recommendations that were suggested in the treatment. It may be that the self-management techniques provided a structure which enabled students to operationalize the study skills techniques.

The treatment program required a relatively small investment of time by students. Each of the five treatment sessions took about 30 minutes and required some additional effort by students when they studied. But the return on this investment had practical significance, an average increase of more than 8 points on the final examination for students completing treatment as compared to controls. The treatment program did not emphasize a "remedial approach," nor were subjects selected on the basis of low achievement or study skills deficits. Students might be more successful in college if all were familiar with strategies important to academic achievement.

The findings suggest that a tape format approach can serve as an effective instructional device. The tape format may have helped focus the students' attention on the material being presented. Many aspects of the treatment required the students' active participation. Activities of this type may more effectively involve students in the treatment process than the use of study skills lectures or handouts.

The success of the tape format approach suggests that students can utilize treatment materials with minimal supervision. Self-management techniques emphasize taking responsibility for one's self, and it seems appropriate that students can work on these materials independently. Potentially, a tape format allows students to initiate treatment when they feel motivated without reference to prescribed starting dates and session times found in some study skills programs.

Finally, the use of a tape format program allows a student affairs division to deliver these types of services in a cost-effective manner. Because of budgetary restraints, many college counseling centers are being asked to provide more services with less staff. The use of an effective tape intervention program offers a helpful solution in such circumstances.

SUMMARY

A taped treatment program consisting of self-management and study skills techniques helped college students achieve better grades. Most students gave favorable feedback regarding the program and indicated that they felt more in control of their study behavior as a result of participation. The "learning acceleration" approach was designed to assist the average

student in becoming a more efficient learner and avoided the negative connotations of remedial programs. This outreach program provided learning assistance services to a relatively large group of students in a cost-effective manner.

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AUTHOR NOTES

The author will provide the full version of the article to readers upon request.

7

Charles Haywood *David McIntire*
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Special Academic Programs in Residence Halls

From the founding of the first colleges during the colonial period until fairly recently, most institutions of higher education in the United States were relatively small, housed most students on campus, and required the same basic curriculum for most students. These colleges were characterized by small class sections, frequent contact between students and faculty members outside the formal classroom setting, and discussion among students outside of class about topics presented in courses.

As many institutions of higher education have become larger and more diversified in recent years, special academic programs in residence halls have been developed at some universities to allow students and faculty members to experience some of the benefits provided by the small residential college model. These programs usually involve a small number of students living together in a residence hall or residence hall area, classes taught in the residence hall by several faculty members who are involved with the program, structured activities out of class, and administrative support by the student affairs division as well as by academic schools and departments.

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Special academic programs in residence halls at Appalachian State University, North Carolina State University, and The University of North Carolina at Greensboro are described in this article for the benefit of faculty members, academic administrators, and student affairs administrators who may wish to initiate similar programs on their campuses.

APPALACHIAN STATE UNIVERSITY

Watauga College

Watauga College was begun in the fall of 1972 as a special living-learning program for male and female students at Appalachian State University. The goal of the program is to encourage a sense of community, close contact between faculty and students, team-teaching of courses, and the development of new interdisciplinary courses.

The program involves 100 freshmen and 80 sophomores who live in East Residence Hall and are selected on a first-come, first-served basis. Eight faculty members, including the director, are associated with the program on a full-time basis and eight to ten other faculty members participate on a part-time basis. Salaries of the residence hall director and the resident assistants are provided by the Residence Life Department. Classes are taught in East Hall in small sections to facilitate discussion. Continued discussion outside of class is encouraged by the fact that program participants live together.

Most participants take three courses inside Watauga College and two courses outside during each semester of the freshman year and then two courses inside and three outside Watauga College during each semester of the sophomore year. The courses taught in Watauga College fulfill the general education curriculum required for graduation in the humanities, social sciences, and English. The approach to these courses tends to be innovative and experimental with emphasis on team teaching and an interdisciplinary perspective. Watauga College provides an alternative at the University for students and faculty members who choose to participate.

The retention rate for students involved in this program has consistently been higher than that for the student body as a whole, and no special problems of transition or adjustment for program participants have been identified. The program is generally viewed as successful in promoting close relationships between students and faculty and in providing a stimulating living-learning experience for students who desire such a program.

Residential Honors Center

Approximately 90 honors students at Appalachian State University live in the Residential Honors Center in Coffey Residence Hall. The University Honors Program has been in operation since 1971 as a means of attracting and challenging superior students, and the Residential Honors Center was begun in the fall of 1983 to enhance this effort. In addition to student rooms, the Center includes group study rooms, a small reference library, and two living units for visiting lecturers. The Residential Honors Center is designed to encourage intellectual interaction and fellowship among the program participants and to provide an attractive atmosphere conducive to academic and social growth.

Because space in the Center is limited, priority for room assignments is given to honors students who have been awarded academic scholarships. These scholarships are awarded on a competitive basis each year to incoming freshmen who have distinguished themselves academically in high school. Scholarship recipients are required to maintain at least a 3.4 grade point average to retain the scholarship. They are also required to enroll in at least one honors course during each semester of the freshman year and are encouraged to enroll in honors classes each semester thereafter. Any space that is available in the Center after assignments have been made for the scholarship recipients is assigned on a first-come, first-served basis to other students taking honors courses.

The University Honors Program consists of General Honors, English Honors, History Honors, Economics Honors, and Psychology Honors. General Honors is designed so that during their first two years, honors students may enroll in four interdisciplinary courses which replace 12 semester hours of general education requirements in the humanities and social sciences. During their junior and senior years in General Honors, students are encouraged to develop independent study projects. The English Honors program involves seminars for freshmen and sophomores which replace the general education requirements in English and advanced seminars for juniors and seniors.

Honors courses in history are offered from the freshman through the senior year so that a student can graduate with honors in history. Economics Honors involves two courses in Principles of Economics which count toward graduation as electives in the social sciences. Senior psychology majors with at least a 3.2 grade point average may take two courses offered through the Psychology Honors program.

Students are selected for invitation to the University Honors Program on the basis of various criteria, including scholastic achievement in high

school, scores on college entrance examinations, placement test scores, and ability to participate actively in seminar discussions. Selections are made by the honors faculty in each represented department. Consideration is being given to developing honors programs in several other departments, including mathematics and philosophy and religion.

NORTH CAROLINA STATE UNIVERSITY

Friends of Adam Smith

Friends of Adam Smith is a program for approximately 20 male and female sophomores at North Carolina State University who plan to major in economics, business management, or accounting. The students live in Sullivan Residence Hall, which contains a study room for this program and an office for the program coordinator.

The program, which began in 1978, provides an opportunity for students who are taking the introductory courses required for these majors to study together and receive tutorial assistance from two graduate students who are paid to be available four nights each week in the study room. Program participants are also involved in special seminars with guest speakers, field trips to local industries, and social and cultural activities.

Leadership for the program is provided by a graduate student who serves as coordinator and by a faculty advisor. The coordinator is selected and paid by the Department of Economics and Business, with input in the selection by the Department of Special Programs for Residence Life.

Residential Honors Program

Residential honors programs are sponsored by the Division of Student Affairs and the Schools of Engineering, Forest Resources, Humanities and Social Sciences, Physical and Mathematics Sciences, and Textiles. The program for students in the School of Humanities and Social Sciences began in 1980 and involves approximately 90 academically promising male and female freshmen and sophomores. Participants are required to take a four-semester, team taught, interdisciplinary honors course; to enroll in an honors section of the freshman English course; and to participate in at least 70% of the enrichment activities scheduled for students in the program. The enrichment activities include guest speakers, field trips to historic sites and cultural events, and other activities designed to support and enhance the academic focus of the program. After their sophomore year, participants are encouraged to become involved in honors programs offered by their major departments.

Approximately one-half of the participants in this program live in the Berry-Becton-Bagwell Residence Hall Quadrangle. Most of the enrichment activities and some of the honors courses are conducted in a classroom and a meeting room located in this residence area. In addition to the faculty members involved with the program, a preceptor, hired by the School of Humanities and Social Sciences and the Department of Special Programs for Residence Life, lives in the residence area and provides coordination for the enrichment activities. These two units also provide funds for the program's operating budget.

Residential honors programs were started in 1982 for students in the School of Engineering and the School of Textiles and in 1983 for those in the School of Forest Resources and the School of Physical and Mathematical Sciences. Almost 150 male and female freshmen and sophomores were involved in these programs during the 1983-84 academic year. Participants in two of these programs are housed in Lee Residence Hall and those in the other two live in Sullivan Residence Hall.

Students in each of these four programs take special courses and are required to attend at least 70% of the enrichment activities planned. These activities include tutorial sessions, seminars on topics related to the school's curriculum and career opportunities for graduates of the school, field trips, cultural events, and other educational activities. Funds for these activities are provided by the Department of Special Programs for Residence Life and, in some cases, by the participating schools.

Living-Learning Program

The Living-Learning Program, which began in 1966, involves all 434 male and female residents of Metcalf Residence Hall. A total of 345 freshmen from all eight schools at North Carolina State University which enroll undergraduates are selected each year based on written applications. In addition to th ten paid resident advisors, there are also 79 volunteer upperclass advisors who are selected to provide leadership to the program and to assist the freshmen in adjusting to life at the University. Each suite in the building houses ten freshmen and two upperclassmen.

Special sections of the introductory courses required for most freshmen are designated for freshmen in this program. Since students are in class with fellow residents of Metcalf Hall, this encourages studying together and discussion of course material outside of class. Metcalf Hall contains a classroom and a resource library and some of the course sections are offered in the classroom. The program also includes tutorials provided by faculty members and graduate assistants, social events with participation by faculty members, and various types of educational and cultural activities.

The program is administered by a full-time coordinator who lives in the residence hall. The coordinator's salary and the operating budget for the program are provided by the Department of Residence Life. The Living-Learning Program has developed a reputation for its strong sense of community and for its success in facilitating the adjustment of the freshmen who participate.

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Residential College

The special program offered by The University of North Carolina at Greensboro is known as the Residential College Program. This program, which was begun in 1970, involves approximately 120 male and female freshmen and sophomores who live in Mary Foust Residence Hall. In addition to student rooms, the residence hall contains four classrooms and offices for faculty and administrators associated with the program. Except for a dozen upperclassmen who are selected each year on the basis of certain academic and social criteria in order to provide continuity and student leadership in the program, the participants are self-selected.

Each semester, participants take six to nine hours of courses taught in the residence hall and the remainder of their coursework in regular academic departments. Other students at the University may enroll in one Residential College course per semester if space is available. The classes are small and are conducted in seminar form.

About 30% of these courses are taught by faculty members who teach solely or primarily in the Residential College, and the other 70% are taught by faculty whose main teaching responsibilities are outside this program. The administrative staff consists of a faculty member who serves as director and reports to the Dean of Arts and Sciences, an assistant to the director who provides coordination with other academic and administrative offices on campus, and a part-time secretary. The financial cost of the program is the equivalent cost of three to four full-time faculty positions. The salary of the residence hall director is paid from the budget of the Residence Life Department and the appointment is made by that office with input from Residential College faculty and students.

The Residential College Council, composed of 22 faculty and students, is elected each semester as the legislative and advisory body of the program. In order that the Council may meet its responsibilities for the social, academic, and cocurricular life of the College, the director and a student cochairperson appoint standing committees to deal with curriculum,

membership in the College, faculty-student development, residential concerns, race and human relations, social activities, and interrelationship of the College and the university as a whole.

The Residential College is primarily a two-year program and its curriculum is presently organized around a four-semester, team-taught, interdisciplinary course sequence which stresses American history and literature. Subsidiary requirements include courses treating European material and a course in a nonwestern culture. Basic skill courses such as English composition and beginning foreign language are also offered as well as electives in the humanities, social sciences, and natural sciences. Students may also engage in various types of independent study, community service work, and in noncredit workshops based on student interests.

The program has resulted in greater interaction between students and faculty than is the case in most courses at the University. Also, a concern that program participants might become isolated from the mainstream of campus life has been refuted by the fact that a disproportional number of Residential College students have attained leadership positions in campus student organizations. The number of program participants who have achieved academic honors has also been disproportionately high even though there have been no significant differences between Residential College students and other students as to Scholastic Aptitude Test scores or predicted grade point averages.

SUMMARY

The programs described above are examples of special academic programs in residence halls that have been developed at three universities as cooperative efforts between the division of student affairs and academic schools and departments. These programs provide many of the advantages of small residential colleges for students and faculty at large universities.

The positive aspects of these programs have been described. The primary obstacles to developing such programs seem to be identification of funds for staff and enrichment activities and reluctance of faculty members to become involved. Faculty participation in these types of programs takes time, and the reward system for faculty at most universities usually emphasizes research and publication to a greater extent than involvement in residential living-learning programs. For faculty members who desire meaningful interaction with students, however, participation in these types of programs can be rewarding.

After two decades of coping with rapid growth in student enrollments, many faculty members and administrators in higher education have recently been able to focus their attention more directly on issues related to the quality of education available to students. As this trend continues, special academic programs in residence halls may increase in number and importance because of their positive results. Also, as the number of potential students declines in the near future and more attention is given to retention of enrolled students, these types of programs may be developed as an aid in the retention process.

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Susan Furr
Frank Joseph

Emerging Leaders: A Developmental Program for Freshmen

Universities provide numerous opportunities for leadership development through extracurricular activities but generally have taken little action in the identification and training of student leaders. Some students naturally emerge as leaders and need little encouragement to fulfill leadership roles. Others have the potential for leadership but lack the skills and information necessary to assume leadership positions. How are potential student leaders on a college campus identified and how are they trained? How do they become aware of the leadership opportunities available and are there any systematic approaches to the placement of qualified individuals into leadership positions? These are some of the broad questions the Leadership Development Program at the University of North Carolina at Charlotte attempted to address in the establishment of a developmental program for freshmen called the Emerging Leaders Program.

The benefits of participation in student leadership positions in college have been well documented (Staff, 1983). Most students who become involved in leadership positions do so through their own initiative, through the gentle persuasion of their peers, or through encouragement from a faculty or staff member. Often these students are more popular and achievement-oriented than their peers and are willing to take the initiative to assume leadership roles. Once in a leadership position, they generally

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receive little or no orientation to their responsibilities and little information or practice in specific skills needed to complete their term successfully.

Resident advisors in most colleges tend to receive the most sophisticated selection and training, while most student organizations provide little or no leadership training for their leaders. A few organizations may provide organized training through orientation sessions and workshops, and some even go as far as to provide a weekend retreat. However, little effort is made to recruit students who have potential and perhaps lack the knowledge, skills, or self-confidence to initiate the leadership process. On most campuses, matching students who have been recruited and trained with appropriate leadership positions within an institution is not attempted. This article describes a leadership training program designed to respond to the issues of recruitment and training of potential student leaders.

EMERGING LEADERS PROGRAM

The Emerging Leaders Program was developed at UNCC in 1982 as a special leadership training program for freshmen who have exhibited leadership potential or who wish to develop their leadership skills. Leadership potential is assessed by peers, faculty, and staff through classroom involvement, extracurricular activities, and interpersonal interactions. The program is sponsored by the Dean of Students Office and funded by the Resident Student Association and the Student Government Association.

The Emerging Leaders Program was developed after a year-long assessment of student leadership needs. Objectives of the program are

1. to build a foundation for future leadership on the UNCC campus,
2. to encourage involvement in extracurricular activities that enhance leadership development,
3. to develop awareness of available campus resources,
4. to provide a systematic placement of trained student leaders in leadership positions.

The content of the program is derived from these objectives and includes informational and experiential components. The program is designed to increase both knowledge and skill levels in the participants.

PROGRAM DESIGN

During each fall semester, freshmen are recruited for the Emerging Leaders Program. All freshmen students are sent information concerning

the program, and brochures are sent to campus leaders asking them to recruit students they believe have the capacity for leadership. Information also is sent to freshmen English instructors and student affairs staff members who work with student organizations. Students either identify themselves as having a desire to become a student leader or are identified by others as having leadership potential. Leadership potential is difficult to define but generally is based on personality characteristics such as self-confidence, internal locus of control, extroversion, and sociability. (Anderson & Schneier, 1978; Hansford & Neidhart, 1980; Lester 1981). A local campus leadership honorary is asked to serve as a selection committee for the program. Approximately 45 students are selected for participation each year.

The program consists of a variety of retreats and workshops. Students attend a two-day retreat prior to the beginning of spring semester. The purpose of this retreat is to bring students together and to introduce them to some basic leadership skills. To increase student commitment to the group, emphasis is placed on team building. A number of activities are designed to break down barriers that may exist among students from different backgrounds. These activities include both friendly competition among small groups and exercises based on self-disclosure.

The skills development workshops include self-assessment, goal setting, and human relations. Students complete assessment instruments on leadership style and personal style and are given feedback on the results. Group exercises are then employed to reinforce and clarify the ideas discussed during the assessment. Other experiential exercises focus on personal goal setting and motivation. This retreat tends to be a positive experience for the students and helps build a sense of community.

After the retreat, the students meet weekly for information and workshop sessions. These topics include (a) a historical perspective of the university; (b) the growth of the region around the campus; (c) the future of the institution; (d) planning, promoting, and producing campus programs; and (e) conducting effective meetings. Some emphasis is placed on personal development through a stress management session and receiving feedback from the group. Another session is dedicated to helping identify some of the leadership opportunities available on the campus.

A unique aspect of the program is the matching of each of the participants with a current campus leader in a mentor relationship. Each mentor prepares a biographical sketch including a list of his/her campus activities. The biographical information is presented without the names of the mentors to the group. The participants rank order their preferences and then are matched with one of their choices. Many of the students benefit

from meeting someone currently involved in campus leadership. Through the mentors, they are introduced to the many additional campus resources and leadership opportunities including residence advisor, orientation counselor, and campus elected and appointed positions.

The program concludes with a graduation ceremony designed by the student participants. The design and organization of graduation also is an opportunity to develop leadership skills. Students are given responsibility for the budget, arrangement of campus facilities, utilization of campus resources, and program planning. Graduation certificates are presented to those students who participated in at least eight of the sessions.

IMPACT OF THE EMERGING LEADERS PROGRAM

The Emerging Leaders Program can be evaluated according to its impact on the individual and its impact on the campus. The program affects the individual in terms of his/her satisfaction with the program and the knowledge gained through participation in the program. The campus is impacted by the influx of new leaders into the system. If students from the Emerging Leaders Program enter leadership positions, the previously stated objectives are met.

Student satisfaction with the program was assessed by responses to several open-ended questions concerning the impact (if any) on the student's development. After completion of the program, all participants were asked to evaluate the changes they experienced as a result of their involvement in the program. Approximately 74% of the participants completed the evaluation. In addition, 70% of the respondents were females which reflects the fact that 73% of the participants were females. Responses can be categorized into four general areas. The primary impact was in the area of self-confidence. Students reported that the program helped them gain confidence in their leadership abilities, and they believed that they would be better equipped to tackle the complexities of the university.

A second area that affected students was the knowledge they secured about university resources and leadership opportunities. As future leaders, they acknowledged the need to know the available resources of support for campus organizations. In addition, many students mentioned opportunities for leadership they intended to pursue in the future as a result of the program. Students were pleased to learn about numerous committees, presidential appointments, and commissions where they could exercise their leadership abilities without running for elected office.

The contacts made with student leaders also were cited as a major benefit of the program. Through the mentors, the participants believed they became more integrated into campus life and the leadership network. The final impact identified by students was somewhat surprising. Students repeatedly discussed the increased pride they felt about their university. As they learned more about the history and development of UNCC, they were excited about the opportunities the university afforded them. Overall, students stated a positive view of the program and valued their participation in it. In fact, many students have volunteered to be mentors for the next group of participants and have nominated students they believe can benefit from the program.

One of the goals of the Emerging Leaders Program was to increase the participants' knowledge of campus resources. Knowledge of campus resources was assessed by a short quiz at the beginning of the program and reassessed upon completion of the program. Participants made significant ($p < .05$) gains in their knowledge over the course of the semester. Thus, the goal of teaching concrete information about the campus was achieved by the participants.

A major objective of the program was to encourage students to move into leadership positions. One of the key leadership positions on campus is the resident advisor (RA). Selection processes are highly competitive, and a student must show excellent leadership qualities to be selected. The majority of RAs are seniors, and it is difficult for a student to be chosen as a sophomore. Past participants in the Emerging Leaders Program have a remarkable record in being selected as RAs. Thirty-five percent (35%) of the RAs who are juniors and seventy percent (70%) of the RAs who are sophomores are graduates of the program. These figures support the idea that the program prepares students to pursue leadership responsibilities.

In a survey of the involvement of the 73 students who have participated in the program, it was found that 37% of those responding serve on university committees, 21% are members of hall councils, and 48% hold an office in a club or organization. In addition, Emerging Leaders accounted for 15% of last years orientation counselors. Others stated their intentions for added involvement in the future. Since students who enter the program already have a desire to become leaders, the program itself cannot take credit for the students' success in becoming leaders. However, the program does prepare students to enter positions at an earlier stage and makes them aware of the options available for them. The university benefits by maintaining an active pool of student leaders while the students benefit by gaining additional knowledge and motivation. The need for such a program

is evidenced by the increasing number of applications in each year since the program began.

The program also has had success in recruiting minority students for the program. While minority enrollment at UNCC is 8%, the minority enrollment in the Emerging Leaders Program is over 25%. Facilitators actively sought minority participants through increased publicity in both academic and campus organizations involved in minority programming. Nominations for the program were sought from past participants which has been an excellent network for increasing minority involvement. Minority participants from past years now can be found in all phases of campus leadership.

SUMMARY

This article has attempted to address the recruitment and training of potential student leaders on a college campus. A description of a model program was provided along with student evaluations of the program. It was shown that students who completed the training program became involved in greater numbers in their sophomore year than in the past as evidenced by the number of sophomore resident advisors and orientation counselors. Participants also demonstrated a greater knowledge of campus resources at the completion of the program. These students indicated personal growth in the areas of (a) self-confidence, (b) knowledge of campus resources and leadership opportunities, (c) contacts with student leaders and (d) increased pride in their university.

It is hoped that this article will stimulate the development of leadership programs on other campuses. Some structure has been provided which will enhance the recruitment, training, and placement of students who have an interest in leadership development.

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William A. Bryan

Environmental Strategies to Reduce Student Drinking Problems

The abuse of alcohol has been a problem for various societies for as long as there has been recorded history (Mandell, 1982). In the last few years, due to increased attention in the public media and public concern, citizens across the United States have begun to focus their attention on the effects of the abuse of alcohol on society. Anderson (1982) estimated that there were 10 million alcoholics in the adult population in the United States. Further, he estimated the cost of alcoholism to exceed 42.75 billion dollars per year. Certainly these figures suggest that alcohol abuse is a major problem facing American society today, and educators must become aware of the damaging effects of alcohol abuse on the educational community—students, faculty, and staff.

In 1978, (United States DHEW) 3.3 million problem drinkers were present among youth in the 14- to 17-age range. This represented 19% of the 17 million persons in this age group. Blane and Hewitt (1977) reported 62% of senior high school students were monthly drinkers. Also, in 1980, motor accidents were the leading cause of death among the 15- to 24-age group (Lowman, 1983); and alcohol was a contributor to 60% of all teenage traffic deaths ("A National Drinking Age," 1983). Two recent studies on two large university campuses in North Carolina indicated that 86% and 83% of the students drank ("Colleges Battle Drinking," 1982).

Mandell (1982) reported that 66% of the U.S. population considers the heavy drinking of alcohol to be a serious national problem; further, he

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reported that 6-11% of the U.S. population immediately thinks of alcohol as one of the major problems facing society in general and communities specifically. Since Americans seem to be aware that alcohol is a major concern in society, why are they not doing more to solve this national problem? No one strategy, program, or activity can solve the problem of alcohol abuse. This paper does not attempt to offer solutions to this problem but to discuss some strategies that may be helpful in changing student's attitudes about alcohol use and abuse.

STUDENT BEHAVIOR

Signs of the Problem

There are a number of student behaviors that might suggest a potential drinking problem, such as frequent arguments, difficulty with friendships, conflict with parents, extreme negativism, lack of class attendance, belief that everyone is out to get them, and avoidance of contact. Other signs might be low grades, a drop in achievement, involvement in discipline problems, and erratic behavioral change on a day-to-day basis. A student may be cooperative in the morning, yet negative in the afternoon; exhibit antisocial behavior; be involved in assaults, thefts, or vandalism; and/or have low motivation in general to complete college work. For the college age student, there may be health related signs—ulcers, circulatory problems, blackouts, and so forth. These behaviors or conditions could potentially indicate a drinking problem.

Educators guided by trained personnel can recognize the signs which suggest developing problems and can participate in early intervention which provides the best assistance for an individual abusing the use of alcohol. Students, faculty, and staff who are aware of alcohol abuse and do not become involved in intervention are enabling students to continue their abuse.

Observations

In a campus setting, information can be gathered that may distinguish the alcohol abuser from other students. R. Warner (Personal Communication, September, 1982) offered the following observations: (a) adolescents from single-parent families or families with other guardians tend to use alcohol and marijuana more often than do adolescents who live with both parents; (b) those students who agree less often with their parents on issues tend to use alcohol, marijuana, and other drugs more often than do those students who almost always agree with their parents; (c) students achieving higher

grades tend to drink less than those students with lower grades; (d) there is a strong association between level of alcohol use and level of marijuana and other drug use; the higher the level of alcohol use, the higher the level of marijuana and other drug use; (e) those students who use drugs with greater frequency are less receptive to presentations on alcohol and drug topics; and (f) those students with lower grades are less receptive to alcohol and drug presentations. In any campus setting it would be good to collect this kind of information at the local level as well as student attitudes toward statistics on alcohol use.

Questions should be raised regarding how educators approach confronting alcohol abuse, because awareness of what approaches will be effective with what segments of the campus population is extremely important. Student affairs professionals must become more cognizant of students who may be at high risk and determine ways of gaining their attention as they attempt to increase student awareness of problems created by alcohol abuse.

PREVENTION STRATEGIES

Generally, strategies to reduce student drinking consist of programs that emphasize positive self-esteem and communication skills and that provide appropriate information about social, physical, and psychological effects of alcohol abuse.

Referral System

A major strategy for reducing student drinking would be a referral system that emphasizes self-referral along with parent, peer, staff, faculty, and court referrals. For a referral system to be effective, a person must be identified who can address the concerns of the abuser of alcohol. For there to be proper referral, the author recommends that a certified Master Addiction Counselor who can recognize alcohol abuse and dependency be available to students in the university setting. As a part of the referral system, it is assumed there is support which includes cooperation with local treatment facilities, faculty and peer groups. For resident students, the housing resident assistant as well as the faculty member may have the greatest opportunity to observe daily student behavior. Therefore, staff should be trained to recognize signs of alcohol abuse and specifically to focus on observable behavior and document absenteeism, sickness, personality changes, inappropriate behavior, and so forth.

The foundation of a good referral system is a strong student affairs program with a strong counseling component. The university system should be committed to addressing student problems contributing to alcohol related antisocial behavior and low self esteem and not just focusing on punitive measures to solve problems.

Expressing Feelings

Students who experience a bad day do not need to get high on alcohol or need to take valium or sleeping pills. However, if the student has heard the comment, "I've really had a tough day; I need a drink," there is no question that the student may learn from this example that this is an appropriate way to deal with stress. A strategy to reduce student drinking would be one that attempts to identify for students appropriate ways to cope with normal human emotions—both the high points and low points in their lives. Too often students do not learn how to express and accept human feelings and to handle their emotions in appropriate ways.

Student Affairs staff can develop and implement a number of student programs that are preventive in nature and instrumental to the development of a supportive campus atmosphere where a student learns to cope with stress, gains a better understanding of self, and learns appropriate ways of expressing feelings and emotions and relating with peers. These programs and strategies might offer the most constructive means to reducing student abusive drinking on the college campus today.

Presenting Information

For alcohol education programs to be effective, presentations must be made in a straightforward manner using nonscare tactics and offering medical and social facts and information in an unpatronizing manner appropriate for the college age student. As suggested earlier, the alcohol educator should be aware of the various populations that he or she is addressing. Alcohol abusers may view any education about alcohol boring and irrelevant unless it applies to their own specific drinking problem and shows how their behavior may interfere with their own lifestyle. One-to-one contact as well as work in small groups are two vehicles that the alcohol educator may wish to consider in developing a strategy to assist with alcohol abuse in the campus setting. The literature suggests that alcohol education programs alone have not worked. Education about alcohol, as such, does not prevent alcoholism. A possible strategy, however, is the early identification of student behavior signs that may lead to student abuse so that intervention may occur. With intervention there is a greater possibility of preventing the consequences of alcohol abuse.

A potentially advantageous program in dealing with the alcohol problem in higher education would be to help parents, student affairs staff, and student groups become aware of the symptoms of alcohol dependency, including alcoholism, and to identify for these groups the opportunities for student assistance in the college setting. Too frequently the question of alcohol abuse is avoided when educators are talking with parents. Parents are significant people in the lives of students; they are important in setting boundaries of behavior. Their attitudes in the home toward drinking, as well as other behavior, strongly affect a college student's decision to drink both now and later in life. The real question is not whether individuals drink but if they drink, how they drink. The parent's example of social drinking can be a reference point for a student who begins using alcohol.

A major thrust, a sound prevention program, is one that educates the university community—faculty, staff and students—to the value of an alcohol education program as well as providing a means for the university community to refer members to appropriate specialists when there is need. The primary goal in any university setting is that of recognizing and acknowledging student symptoms of probable involvement with alcohol so there can be timely intervention in a way that provides the student an opportunity to see the effects of his or her involvement and to eliminate the abuse of alcohol. An effective program is one in which faculty, staff, and students examine their use of alcohol and gain an understanding and genuine concern for the well being of other members of the community.

THE CAMPUS COMMUNITY

Particularly in higher education, educators have been concerned for a number of years about what in the college environment contributes to the abuse of alcohol. It is clear that educators do have a choice in the development of a campus environment; for example, if alcohol is sold on campus, there can be a healthy drinking environment developed, such as "selling alcohol in a nondrinking setting where drinking is incidental, such as in a college union or cafeteria" (Kassebaum, No Date, p. 5). Drinking would clearly be just one of the many activities occurring each day. There would be limits when alcohol could be consumed in this setting, and there would be controls on the behavior of the people who drink. For example, there could be a requirement that alternative beverages and food be served also. In other words, standards would be set.

Sanford (1967) suggested that institutions generally mirror the drinking customs of the surrounding community. Straus and Bacon (1953) suggested

that drinking patterns at different colleges to a large degree reflect the cultural traditions of students themselves and the population groups from which they are drawn. When an institution ignores alcohol concerns on the campus while being open to the discussion of every other topic, it is responding like an ostrich. Therefore, it seems important for educators to build consistent social norms for college communities; and with students from many different social and cultural backgrounds, this is no easy task. Alcohol policies should be planned, monitored, and should be *owned* by all major campus constituents. The university should be looked at as a system with all factors related to drinking, alcohol education, and counseling constantly reinforcing each other. The strategy that has been helpful to many universities in dealing with alcohol concerns has been the development of a university task force to assess campus needs and identify campus alcohol programming for prevention.

Alcohol Task Force

An alcohol awareness task force may be made up of students as well as other members of the campus community who want to assess the extent of campus alcohol abuse; make recommendations about responsibilities of the university to students, faculty, and staff; and recommend mechanisms for alcohol education and early intervention. In establishing a task force, the university should involve students as well as representatives from all health and nonhealth university departments that provide alcohol related services to students. This may include counseling, mental health, health services, peer counseling, residence halls, student affairs, health education, and union/pub. It seems to be an accepted fact that college administrators, with the help of a campus-wide task force, can mold the character of a pub and its social environment. For example, standards may be clearly stated so that community members understand that drunken behavior will not be tolerated. The pub can control where and how alcohol is served and develop strategies for helping the drinker who is encountering problems (Kassebaum, No Date).

University as a System

One of the most promising strategies for reducing drinking in higher education is to view the university community as a system where members of the community are concerned with drinking behavior. This community includes staff, faculty, and students (Dean, 1982). The systemic approach is based on the assumption that a series of planned, integrated intervention programs will alter individual behavior within the group. Subsystems would

be fraternities, sororities, residence halls (individual floors), and so forth. Looking at the campus as a system with subsystems makes prevention efforts more complex and more demanding. It is assumed that changes will occur if a series of interventions is directed to a systems target. For example, information in combination with personal contacts, description of alternative behavior, explanation of legal liability issues, and administrative demands should affect the system and result in new behavior. Specific programs of intervention are recommended but not in isolation. What will be successful with one group may not be successful with another.

SPECIAL CONSIDERATIONS

Two things must be considered by educators as they seek to reduce alcohol abuse. First, educators must determine if an alcohol problem exists. A campus survey is typically the method that is used to assess the use and abuse of alcohol. Second, educators should assess the resources that are available in the campus community and surrounding community that would be helpful in the development of an alcohol education program. There are many community- and state-based organizations—Alcoholics Anonymous, community treatment facilities, State Department of Alcohol and Drugs, and State Mental Health Agency—which can provide needed information. Faculty, students, and staff are important aids in the development of a campus alcohol education program.

Program Development

There has to be a philosophy of program development—a strategy to change the knowledge, understanding, awareness, and patterns of use of alcohol. What are the goals of an alcohol program? Generally, the goals are to create an awareness of the effects of misuse of alcohol and to assist faculty, students, and staff in the campus community to make responsible decisions about the use of alcohol. Next, educators need to build a campus commitment to the alcohol education program. It is important to have the support of a college or university's administration. Support must not only be financial, but visible, public support, through media; provision of office space; and accessibility to decision-making processes. Links with campus areas, such as student health service, campus security, health education, and so forth, are important. Significant faculty administrators, staff, and students should be involved in formulating the goals of the program so there can be broad commitment and understanding (Bryan, 1982).

Program Structure

Next, we may want to look at the structure of the campus program. Planning, initiating, implementing, and directing are important responsibilities of staff in an alcohol program. If an office of alcohol programs is established, this office should be seen as a campus-wide effort. Special attention should be given to developing an office that works across university department lines and that is not isolated in a single section of the institution. The responsibilities of the director of such an office would include developing and teaching courses (faculty status) on alcohol issues and intervention, involvement in a campus employee assistance program, presenting in-service training for residence hall employees and leaders, and assuming an advisory role to campus organizations. A coordinated community model is recommended. This model suggests campus departments and community agencies coordinate to provide the greatest impact upon program development. In this model the campus program does not seek to do everything within one office but seeks to identify, concentrate, and use resources and expertise available within a community. Faculty are a prime resource with special skills and sensitivity to alcohol concerns. They may assist with program evaluation, workshop development, and referrals. In developing the program, financial investment is key to the success and communicates "real" commitment to resolving campus alcohol problems.

SUMMARY

Educators must recognize that confronting the problem of alcohol abuse is a major concern facing most educational institutions today. Any effective strategy to change or reduce student drinking must emphasize the necessity for individual action, individual choice, and individual assumption of responsibility. Pattison (1982) has recently made these observations:

- Solitary, addictive . . . behavior does not occur in a significant extent in small-scale, traditional, preindustrial societies; such behavior appears to be a concomitant of modern, industrial societies.
- Beverage alcohol use per se is not a problem in a society unless the society is ambivalent or overpermissive in its use of alcohol.
- Where a society has a set of established and widely shared beliefs and values about drinking and drunkenness, the consequences of alcohol consumption are not usually disruptive for most persons of that society.
- The amount of pure ethanol content in the beverage consumed has little or no direct relationship to the kind of consequent behavior. Thus the use of beer, wine, or spirits is, per se, unrelated to consequences.

- Beverage alcohol is usually described as a social facilitator, even if the use of alcohol is dysfunctional, antisocial, and socially disruptive. Here alcohol is used in a society for utilitarian reasons, to primarily relieve personal and social tensions, to rationalize or justify antisocial behavior.
- Where opportunities for group or community recreation are few and alcoholic beverages are available, alcohol consumption will become a major form of recreational activity in a community.
- When alcoholic beverages are defined culturally as a food and/or medicine, drunkenness is seldom disruptive or antisocial. (pp. 503-505)

Members of the campus community know that alcohol abuse among students is a great concern. Therefore, community members must become more aware of student behavior suggestive of alcohol abuse and how to deal effectively with problems that arise. There are no "tried and true" strategies that are guaranteed to reduce student alcohol abuse. There is little in the literature that suggests significant differences in approaches for reducing alcohol problems; however, there is, in the literature, a variety of strategies educators can attempt as they seek to find answers to this age-old social problem. The manner in which information is given is important; it should be given in a straightforward presentation using nonscare tactics. Those who seek to help students must realize that the campus environment needs to be supportive, where students learn to express feelings and cope with stress and grow in their knowledge of themselves and how to relate to others. Clearly, face-to-face contact with abusers combined with other strategies is effective. Also, it seems clear that in the campus community there must be a reassessment of social standards and an effort to hold abusers of alcohol clearly responsible for their behavior. Research findings suggest the more severely the offender is dealt with, the greater the reduction in negative behavior. Possibly our society and the college campus have become too lax in the enforcement of policies, regulations, ordinances, and state laws that relate to the use of alcohol.

The campus is a community with rules, norms, standards, and policies that have been established for the benefit of all members. Educators must continue to research the effectiveness of their strategies to reduce alcohol abuse and to strive for an awareness by members of the community of a problem that continues to plague campuses.

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10

Shirley Kool

The Financial Aid Work Coordinator's Role in Training Supervisors for the Development of Students as Workers

More than half of the approximately 10 million college students in the United States work while in school according to the Berea College (1976) publication *Directing the Student Work Experience: A Manual for Supervisors*. The jobs students hold contribute directly to their education by providing the needed funds to defray expenses. Additionally, their work provides learning experiences which are a valid supplement to and an extension of course work. The educational value of the student work experience is derived from dealing with the real world, not abstract models and theories. Through practical experiences, students are able to apply and test what they are learning in the classroom and can take to the academic environment a broader perspective of their personal, intellectual, and professional expectations.

THE FINANCIAL AID WORK COORDINATOR

The financial aid work coordinator can play a vital part, not just by placing student workers in appropriate jobs, but by seeing to their training. He/she is in constant touch with supervisors who may share ideas about what problems are arising. The work coordinator knows the types of jobs available to students and knows the supervisors to whom the workers will be sent.

This professional is in a unique position to train or arrange for the training of the supervisors who are the key to the quality of student learning which takes place on the job.

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TRAINING OF SUPERVISORS

Training sessions for supervisors present excellent opportunities for identifying workable solutions to student employment concerns such as tardiness, absenteeism, poor quality of work, job tenure, and generally poor work attitudes. Problems involving student workers are often more readily solved than those involving other employees because student workers are usually more responsive to counseling and can accept work evaluations just as they accept academic measurement.

Included in training supervisors might be sessions on the philosophy of work-learning and principles of employer-employee relationships. Other sessions might deal with the job description as a constructive agreement, time card procedures, and student employee evaluation procedures. The payroll office and/or financial aid office can be a resource for these sessions. A session focusing on coping with problems should be planned. Skits, role-playing, and small group discussions have been found to be most helpful in dealing with student employment problems. Taking some practical "how-to's" back to the work setting usually helps the supervisor see the tangible advantages of attending the training sessions which also help them learn principles of supervision.

CAMPUS RESOURCES

There are several offices on campus which can assist with the training of supervisors. The personnel office can assist with interviewing, orienting, and handling grievances; school of business faculty members can teach principles of personnel management; the placement office, cooperative education office, and counseling center have staff members who are capable of assisting with areas of communication, motivation, and coping with problems.

ROLE OF THE SUPERVISOR

The supervisor contributes to the success of the work-learning process of the student worker by providing training, guidance, and instruction. Therefore, the supervisor must understand the importance of his/her position when working with students.

Role Model

Supervisors become role models for students whether they want to or not. If they maintain a professional attitude, student workers are very likely

to develop a similar attitude about their jobs. If supervisors like what they are doing, it will be apparent and will be emulated. If they demand competency in themselves, the student workers are more likely to become accurate, conscientious workers, too. All of this works in a negative way as well. If students learn by doing, what they do is what they learn. If permitted to loaf on the job, they learn loafing. If they learn to "beat the system," then they become experts in avoiding deeper involvement in any work which makes a real contribution to the work agency and to their personal development.

Teacher

To be a good teacher, a supervisor must know what values may be obtained through work experiences and how to interpret those values to the student workers in meaningful ways. If the optimum benefits are to be realized, in addition to knowing the values of work experience, it is essential that supervisors understand and accept a basic philosophy about the importance and significance of work. Some students may have grown up with negative attitudes about work; therefore, they may need to be taught that work is a necessary part of life and that there is dignity in doing creative, useful, or necessary work. Student workers should take pride in the results of their work done well, regardless of what the job may be.

The teaching supervisor can instill work habits and attitudes that will contribute to the student worker's success on the job. In *Work and the College Student*, Wilson Evans (1976) stated that effective supervision (a) promotes constructive employer-employee relationships; (b) provides opportunities to experience the dignity of doing useful, necessary work and taking pride in doing any job well; (c) develops responsibility through having the students meet work schedules and learn the value of quality worksmanship; (d) provides opportunities for developing useful skills; (e) contributes to the development of good work habits, such as regularity, dependability, adaptability, cooperation, tact, and poise; (f) promotes personal growth by giving students the satisfaction of achievement; (g) creates opportunity for the development of personal security, independence, and self-sufficiency; (h) offers opportunities for discovering interests and abilities; and (i) enables students to develop creative abilities as they are encouraged to use their ingenuity in making improvement in their job situations. The values derived from work experiences are in direct proportion to the quality and effectiveness of the supervisor as a teacher.

PROBLEMS SUPERVISORS FACE

Personnel Problems

Working with students in the job setting frequently presents personnel problems. Many supervisors, not knowing how to cope with these problems, either try to ignore them or send the student to another department. Part of the experience is to learn how students relate to the real work environment and the problems that arise. Typically, supervisors at colleges and universities have never had personnel management training or courses that could help them supervise students; quite often it is the secretary who is the supervisor. Therefore, most supervisors welcome the opportunity for training in this area.

Fulmer (1982) believes managing workers is an art that demands special talents and abilities. Supervisors will do a better job if they acquire a basic knowledge of the principles involved in supervision and learn how to apply those principles to daily problems.

Communication

Of necessity, most student training occurs on the job with the supervisor demonstrating and describing the appropriate methods. Good communication skills are essential in the work setting. It is reasonable to assume that if a supervisor cannot explain clearly what is expected in terms of assignments and responsibilities, students will be unable to perform to an acceptable degree. One must ensure that the information is being successfully translated and understood.

Motivation

One big problem every supervisor faces is that of staff motivation. In motivating students, the following factors are vital: self image, good example, advancement, responsibility, personal fulfillment, and pay incentives. Generally, supervisors perceive pay incentive as the most vital factor of motivation, but L.B. Belker (1978) stated that employees tend to list this after appreciation, feeling a part of things, understanding, and security. Since most schools pay minimum wages, attention to other vital factors of motivation should be given.

Students engaged in work experiences related directly to their career goals do not, as a rule, present as serious a motivational problem for the supervisor as those employed in other jobs. On some jobs it can seem to students that their contribution is negligible because the work is routine, monotonous, or repetitious. Students must learn that all work has some routine and nonfulfilling aspects. Anything, from scrubbing floors to

returning corrected test papers on time, may seem unimportant unless the supervisor communicates the need and importance of such labor. The student must learn that there is dignity in all work if it is done well.

Another area to consider in motivating students is that of job descriptions. Do the work experiences incorporate learning experiences, or do they reflect cheap labor? When discussing the duties that are expected of the employee, are learning expectations included? Institutions of higher education should "contract" for learning on the job in the same way as they contract for learning in the classroom.

Federal guidelines (1979) state that College Work-Study Program jobs should provide supplemental sources of work assistance and should not displace presently employed persons or be used to fill regular job openings. Again, looking at job descriptions, are these jobs supplemental? Student employees are usually indispensable; however, supervisors should try not to give the student employee all the filing or all the typing just because regular employees do not want to do this work. Students should be given a variety of jobs, e.g., typing, filing, and receptionist duties, so they will be well-rounded office workers when they leave student employment. Student workers can also be utilized effectively to assist in conducting research that full-time staff have difficulty finding time to do. Supervisors should design and develop new programs and/or expand present programs with enrichment for student workers in mind.

Planning

Good supervisors realize the importance of planning. It is a primary function of the job. Learning, then, is not just accidental or incidental. One of the major problems with supervising students is to be well enough organized that student workers are kept productively employed and working at all times. Supervisors should assess what amount of work is possible within a given time span, what resources are available to accomplish the work, and what departmental priorities must be established. Planning helps to avoid those times of having the student report for work and find no work to do or no one there to give instructions.

Students are more likely to become enthusiastic and take pride in their work when they understand the role of the department in which they work in the total institutional picture. Activities of the department should be explained; students should be informed of the "do's" and "don'ts" of the job and advised about meeting the public either in the office or on the telephone. Proper attire should be discussed, procedure manuals should be shared, and absenteeism should be dealt with before it occurs.

SUMMARY

Supervisors of student work have two jobs: They must be concerned with (a) the development of the worker as a student and (b) the development of the student as a worker. Effective supervisors treat workers as individuals, each with his/her own personality, likes and dislikes, skills and abilities. They take into consideration that student workers have interests other than the job; research projects, intramural championships, concert tours, and birthdays all have an important place in their lives which they like to share with a caring person. Supervisors should not let the job of supervision seem like an unpleasant task but should treat it as a privilege; they should give personal attention to training in the first few days of work giving great responsibility to students as soon as they are qualified. They should vary the work (especially if there are some routine or monotonous jobs to be done) and make the work of the student interesting, significant, and worthwhile to the worker as a person. Students must be considered as important members of the institution's personnel team.

Supervisors develop their own methods of working effectively with students; and it is neither possible nor desirable to standardize the great variety of departmental assignments, student attributes, or student characteristics. But a special challenge is presented to those who supervise student workers to become conscientious, enthusiastic participants in the total education process.

The work coordinator from the financial aid office is in a unique position to implement training for the supervisors to ensure good supervisory practice and the development of the student as a worker.

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11

Jill D. Bulthuis

International Student and Scholar Services: The Required Institutional Commitment

The role of United States colleges and universities in educating people of the world has been expanding since World War II. Certainly one of the most valuable contributions the U.S. makes to the rest of the world is not military or economic assistance or export of its products abroad or foreign investment here but, rather, training of foreign students in this country.

The continual desirability of U.S. higher education is reflected in the numbers of international students here. The annual census of foreign students (Institute of International Education, 1983) indicated 326,299 foreign students in 1981-82, with 4,980 of those representing 123 nationalities in North Carolina. Although North Carolina enrolls a comparatively low number of international students, the same census indicated over half of those were studying at one of the 16 constituent institution campuses of the University of North Carolina. If North Carolina campuses are like most in the U.S., the international student enrollment figures are the consequence of "cumulative incrementalism, ad hocism, designed ambiguity, no policy, no direction" (Goodwin & Nacht, 1983, p. 21). This state of affairs is in direct contrast to institution-wide principles recommended by the National Association for Foreign Student Affairs (NAFSA).

This paper presents the essential elements of a campus-wide policy which provides justification for the current level of international involvement as well as guidance and direction for the future, focusing particularly

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on those elements required for the successful administration of international student and scholar services.

A POLICY STATEMENT

In a 1983 memorandum to Chancellors of The University of North Carolina, President William Friday stated that "The University supports the efforts of its sixteen constituent institutions to apply capital and human resources to worthwhile programs that are international in character." President Friday went on to cite the multi-faceted dimensions of international education and programs, some of which included:

- Providing opportunities for students to have direct contact with other cultures in overseas study and travel programs sponsored by The University to give these students broadened personal experience as well as special academic training.
- Enrolling qualified students from other countries at the undergraduate, graduate and professional levels in sufficient numbers and geographic diversity to inspire in all students an appreciation for differences among cultures; providing support services to meet the needs of international students; and integrating them into the life and academic processes of our institutions so as to gain maximum benefit from their presence on campus. (p. 3)

While this policy statement provides adequate justification and endorsement for a wide range of international activities, campuses are encouraged to develop a more detailed description for their own purposes. The nature and variety of faculty exchanges, the specific language and area studies, the desirable mix of American and foreign students, the means to ensure credible study abroad experiences for North Carolina students, and teaching and research that deals with international and comparative topics need to be addressed with some specificity; because these considerations are highly individual, depending on the size, resources, and characteristics of a particular campus. The only way to bring order out of chaos, as Goodwin and Nacht (1983) implied, is for each institution to examine itself, making a conscious decision to be involved in international educational exchange and committing resources commensurate with the nature and scope of its involvement.

Once the scope of international involvement is defined, the institution must be prepared to design, or re-design, an institutional infrastructure that will accommodate and support those programs and services deemed desirable. "With respect to international activities and programs, it has long

been asserted that when such activities are centrally coordinated, they reinforce each other and become more central to the institution in terms of both structure and priority" (Burn, 1980, p.143). While the ideal design will always be a centralized, fully coordinated structure which most efficiently and effectively carries out the school's international education policies, in reality that centralized structure rarely exists in U.S. higher education. Short of this ideal situation, effective, workable infrastructures can be implemented where patterns of cooperation and communication between faculty and service offices are encouraged. Such cooperation and communication are integral components of a well administered international educational exchange program. A parallel structure similar to that described here would be required for academic programs, technical training projects, and international and area studies curricula included in a comprehensive institutional policy. The following essential components of international student and scholar services should be included in the policy statement as well.

INTERNATIONAL STUDENT SELECTION AND ADMISSION

The consideration of a foreign applicant includes careful evaluation of academic background and sharing information with appropriate academic advisors and faculty. Language proficiency should be evaluated carefully, using a variety of instruments, to ensure successful performance in any proposed academic program; and adequate financial support must be certified before the admission is offered. This process will involve coordination of information between the international office, academic department, financial aid office, and admissions office.

An admissions policy which addresses the following issues is recommended by the author.

1. Academic preparation of international students to whom admission is offered.
2. Status—graduate or undergraduate—of international students sought in various academic areas.
3. Geographic areas of the world to be emphasized or discouraged indicating upper limits from any one country in any one academic department.
4. Number of international students desired as a proportion of the entire student population.
5. Financial support available to international students at different levels of study.

Admissions materials should be thorough, clearly written, and take into account the reader's lack of familiarity with U.S. higher education procedures and jargon. An inexpensive tool for communicating with applicants abroad is an Aerogram that includes the following information:

1. Admissions requirements and deadlines;
2. Courses of study offered at various levels;
3. Full costs of study and living expenses;
4. Availability of financial aid;
5. English language requirements; and
6. Procedural requirements regarding conditions of admission: acceptance, deposits, orientation, and all steps to be followed.

International student admissions information should also be communicated to all academic departments and appropriate administrative offices. This can be accomplished effectively through a memorandum once or twice yearly which includes information regarding step-by-step procedures for admitting foreign students; various deadlines for applications, admissions letters, acceptance forms, deposits; English language requirements; health insurance requirements; and registration procedures for international students if different than those for other students.

The international student admissions process should be conducted by personnel who are trained and competent in interpreting international educational records and the various testing instruments. The admissions functions should be coordinated with those units responsible for English language training, academic programs, and student advising services; and there should be regular contact and sharing of information among those responsible for these functions. A useful tool for accomplishing such coordination is an international student admission committee with membership including faculty and administrators in positions to design policy and direct implementation of policy in this area. Such a committee might meet twice yearly; this can be effective in accomplishing overall coordination and communication in the international student admissions area.

ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS

Since English language proficiency, the student's overall ability to use the language, is frequently the key to a mutually beneficial experience for both the international student and the institution, it must be evaluated carefully as part of the admission decision. For those students serving as graduate teaching assistants, the ability to speak English effectively in the classroom is essential. In evaluating English proficiency, both level and field of study

should be considered, because the most critical question to be answered is how well the student will be able to cope with a specific program of study at a particular institution. Students with adequate skill for a regular academic program often need or desire an English support course or courses in order to proceed at the normal pace in their academic program. Postsecondary institutions that admit students who may be qualified academically but who lack adequate English skills should provide half-time or full-time English language training programs or refer students to programs where such training is provided.

The development of procedures for evaluating English proficiency should be a cooperative project involving the various academic departments, the department teaching ESL (usually Linguistics or English), the admission staff, and the foreign student advisor. For students applying directly from overseas, English proficiency should be determined on the basis of results from one of the widely accepted tests designed for this purpose. Most of the campuses of The University of North Carolina require a minimum of 500 on the Test of English as a Foreign Language (TOEFL), although some institutions require slightly higher scores. While not to be used as absolute determinants, these scores, coupled with other information provided with the application, are valid and useful for admission purposes.

Regardless of better than minimum TOEFL scores, students frequently need additional language training to prepare them for the tasks required in the U.S. college classroom. After admission and upon arrival, the institution should identify those students who will require some additional training in ESL in light of their specific course of study. In identifying those students, it may be useful to purchase one of the generally accepted standardized tests available for that purpose or design such an instrument locally. Students scoring below a minimum on such a placement test should be required to enroll in and complete successfully at least one semester of an ESL course taught by an individual trained in the teaching of English as a second language. Ideally, a student should be granted academic credit for the course work.

In addition to such courses, language laboratory services should be made available as well as opportunities for English tutoring. The University of North Carolina at Chapel Hill International Center recently began a volunteer English tutor program which matches international students and scholars with senior citizens willing to provide a minimum of one hour per week of language assistance and informal conversation to the visitors. Such programs present the dual advantage of offering speaking and listening practice as well as the potential for friendships. The ESL courses, laboratory

facilities, and any other language support programs should be available to visiting scholars as well.

ADVISORY AND ADMINISTRATIVE SERVICES FOR STUDENTS AND SCHOLARS

In 1982 the American Council on Education stated that "Institutions that seek to serve foreign students should formulate sound policies to guide administrators, faculty, and students toward a constructive and productive relationship with and for foreign students" (p. 5).

Institutions that enroll international students and invite international scholars should recognize that these individuals have need for special advising and assistance. These needs should be met by personnel with appropriate training in the area of U.S. Immigration law who are sensitive to the special needs of international people and their families, who give necessary attention to accuracy so that their legal status is not jeopardized, and who maintain proper confidentiality to ensure that their rights are not violated and they have adequate protection provided by U.S. law.

Regardless of the number of foreign students and scholars or the particular institutional structure, the chief administrator in this area is concerned with

1. Generating and coordinating institutional policy and procedure regarding foreign students and scholars.
2. Maintaining close liaison with faculty and staff who are in positions which provide assistance to foreign students and scholars.
3. Providing two-way interpretation, both to the foreign person and to the U.S. academic community, of educational objectives, background, cultural differences, and problems.
4. Encouraging the international visitors to learn as much as possible about the U.S., its culture, and problems.
5. Encouraging the foreign students and their academic advisors to give appropriate attention to adapting and supplementing their U.S. educational experience to make it applicable to their home country needs and the roles they will be playing upon return.
6. Providing accurate, up-to-date information to foreign students and scholars regarding their legal rights and responsibilities as temporary residents of the U.S.
7. Assisting academic departments and other administrative offices in following proper and timely procedures in hiring foreign scholars, either for temporary or permanent positions.

8. Assuring institutional adherence to U.S. Government regulations affecting foreign students and scholars.
9. Providing accurate information to foreign students and scholars regarding costs and problems encountered when dependents come to join them.
10. Serving as a liaison between the foreign visitors and the local community.
11. Encouraging community interest in foreign students and scholars.
12. Assuming leadership in case of emergency, death, or other crises involving a foreign student or scholar.

Support services provided require the close cooperation between faculty and various service and administrative offices to assure that impediments are removed and problems are solved on behalf of the international individuals concerned.

In addition to the advisory and administrative services mentioned, an orientation program which introduces students and scholars to the physical environment; administrative procedures; academic policies; housing; health care services; visa requirements and U.S. Government regulations; financial matters; and social and intercultural activities should be provided. The advisory staff should seek, through its educational and cultural programs, to bring an intercultural dimension to the institution and encourage the development of programs through which the American community can benefit from the presence of foreign students and scholars.

COMMUNITY SERVICES AND PROGRAMS FOR INTERNATIONAL STUDENTS AND SCHOLARS

In an effort to provide international students and scholars a comprehensive educational experience, the institution should support and endorse programs designed to give visitors access to the schools, businesses, community service organizations, and homes of the citizens in the community. Institutions should, when necessary, take the initiative in (a) explaining the needs of international students and scholars, (b) identifying the resources represented by international students and scholars, and (c) exploring and utilizing the willingness and ability of the community to provide services and programs. Such community oriented activities and services should be coordinated carefully with campus programs so that students and scholars can be referred from campus to community and vice versa to obtain the most appropriate and effective experiences.

Ongoing community programs involving international students and scholars that are frequently supported by U.S. educational institutions include

1. Host family programs which provide hospitality and friendship to a family environment.
2. Speakers bureaus which allow international people as invited speakers the opportunity to share their cultures and foreign perspectives with school children, senior citizens, and business men and women.
3. Loan closets which provide much needed warm clothing and housing equipment on a loan basis.
4. English language assistance for spouses of international students and scholars.

These programs, and many others, are generally coordinated by volunteers although there are increasing numbers of institutions assigning community liaison responsibility to paid staff and financial support to the programs. It is important for institutions that assist with training to recognize the contribution of community volunteers and to evaluate periodically the programs.

ADVISORY AND INFORMATIONAL ASSISTANCE TO U.S. STUDENTS AND STAFF ON STUDY, TRAVEL, AND WORK ABROAD

Within the context of an institution's overall international education objectives, an institution should have a clearly stated policy about its intentions and procedures for facilitating study abroad. Institutions that endorse the concept of study abroad should provide basic information and advisory services for that purpose. In 1979 the National Association for Foreign Student Affairs suggested that

> . . . these advisers should be responsible for collecting, organizing, and making available current information on study, independent or group travel, short or long-term employment, exchange traineeships, home-stay programs and other opportunities outside the U.S. Such information should include all programs, and opportunities offered by or available through the home campus or other institutions and organizations. (p. 72)

Because programs and advising may be handled by various academic departments and offices on campus, there should be one central point of access to useful information about overseas opportunities. A library of essential information materials should be maintained, and procedures for

establishing academic credit for study abroad experiences should be readily available in all of these offices.

The advisor should be prepared to provide objective advice and to assist students in evaluating programs to determine the extent to which the students' objectives will be met if they participate. Such advising should encourage students to seek opportunities abroad which will be educational and culturally rewarding and help them judge the value, quality, and appropriateness of particular overseas opportunities. The advisor should be prepared to direct these students as well as U.S. students and faculty who have returned from experiences abroad to on-campus resources, such as library materials, international students and faculty. Returning students should be asked to provide information and evaluations to assist study abroad advisors in determining the usefulness of programs for future participants.

The close proximity of study/travel abroad advising and resources to the advisory and administrative services for foreign students and scholars has many advantages. The most important of these is the necessity of "rubbing elbows" which occurs when U.S. and foreign people both go to the same location for service. The opportunity for them to seek advice and information from each other increases if they are accidentally thrown together in the same environment.

Whether advisors are administratively responsible for the institution's study abroad program planning, institutional linkages, or exchange contracts, they should be actively involved in and familiar with pertinent institutional changes, current negotiations, and should cooperate with faculty and others concerned to strengthen, extend, and diversify quality study opportunities for U.S. students abroad.

SUMMARY

Institutional commitment to international educational exchange must be addressed by each individual institution because that commitment is closely tied to the size, resources, and characteristics of each academic community. The extent of that commitment must be analyzed, documented, and justified for the present and the future. Only then can appropriate infrastructures be designed or redesigned to properly support the institution's involvement in international exchange. To be effective, such infrastructures will necessarily involve close communication and cooperation between faculty and service offices in each of the components involved: International Student Selection and Admission; English Language Programs;

Advisory and Administrative Services for Students and Scholars; Community Services and Programs; and Advisory and Informational Assistance to U.S. Students and Staff on Study, Travel, and Work Abroad.

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12

A Cooperative Agreement Between A Career Planning and Placement Center and Job Service of North Carolina: A Viable Arrangement to Serve Students Better

With the present economy and funding in higher education in short supply, there is an increasing need for divisions of student affairs to be creative in the budget process and to seek additional resources within the campus community as well as from external sources to accomplish the development of needed services for students. This paper discusses a cooperative agreement developed between the Career Planning and Placement Center (CPPC) at the University of North Carolina at Wilmington (UNCW) and Job Service of North Carolina in Wilmington. This agreement provided additional staff, a budget supplement, and an expanded number of job listings to the CPPC; and Job Service received a substantial increase in placement from activity at the university location.

For 35 years or more (Pitts, personal communication, December 9, 1983) there have been cooperative agreements arranged between state government employment services and community and four-year colleges in various states in this country. In those states where agreements exist between the state job service and postsecondary institutions, state employment services have made the decision to station staff at a college or university while maintaining supervisory responsibility of staff members (Milinkovich, personal communication, December 9, 1983). The authors have identified seven states where cooperative agreements exist between

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the state employment agency and community colleges and/or four-year institutions: California, Illinois, Kansas, Michigan, Mississippi, North Dakota, and Wisconsin.

The Manager of Job Service, Wilmington, and the Vice Chancellor for Student Affairs, UNCW, began discussions in February 1983 regarding a cooperative agreement for the joint operation of the Career Planning and Placement Center at UNCW. A cooperative agreement (see Appendix A for complete UNCW and Job Service agreement) between these agencies was signed on September 30, 1983. From the perspective of the Career Planning and Placement Center, the objective of this agreement was to expand the services currently provided to students at UNCW through additional staff who could be more responsive in the development of student opportunities for full-time and part-time employment. From the perspective of Job Service of North Carolina, the intent of the agreement was to establish a working arrangement which would increase job placement activity and part-time job listings, thereby increasing the number of job placements for the Wilmington office. Job Service also wanted to gain access to university students in order to increase the overall educational quality of their job applicant pool.

ADVANTAGES AND DISADVANTAGES

Both agencies saw advantages to this arrangement as being an increased number of placements, better prepared job applicants relative to job search and interviewing skills, and the opportunity for increased job listings. Job Service felt this arrangement would give additional prestige to their operation. A disadvantage for Job Service was the loss of two staff members (interviewer and secretary) from the local office and the additional cost of operation as is outlined in the operating agreement (see Appendix A). From the university's perspective the advantages of this agreement were additional staff and budget; however, there were additional costs due to space commitment, equipment, printing, and travel.

Both agencies view the expected increase in job development and placement activities for students as warranting the resources being expended under the agreement. The evaluation of a local job service office is based on the number of individuals placed in jobs, full-time or part-time. During the fiscal year 1983, the Wilmington office of Job Service with its branch offices placed 5,416 individuals in jobs for an annual productivity factor of 356 placements per staff position. Job Service anticipates an increase in job placements in 1984 because student placements at UNCW are now included in Job Service's placement totals.

HOW TO BEGIN

Of paramount importance in formulating any cooperative agreement are a positive attitude and a sincere desire to construct a productive operation. Blending two operations such as a career planning and placement center and a job service operation requires patience, effort, and time. Certainly, a beginning point is the discussion of basic objectives to be accomplished and a belief that the objectives are worthwhile and should be pursued further. A preliminary draft statement of agreement outlining resource commitments from the agencies should be developed as a vehicle for expanded discussion by involved parties within the agency. In this draft, operating principles must be identified and discussed; for example, the agencies should determine how they will be identified on stationery, envelopes, and in official communications from the office. Also, ramifications of staff supervision and employee policies are of prime importance as is flexibility in meshing employee job expectations. For example, job assignments within a career planning and placement center should be based on the efficient operation of the office with all staff members working together as a team to accomplish the goals and objectives of the office. Working relationships and reporting responsibilities need to be outlined and discussed, and there should be periodic reviews of the working relationship between the agencies. To alleviate potential problems, various options to problem solving should be identified with a flexible approach as to how concerns can be ultimately resolved. In short, outlining expected resource commitments from each agency and developing the basic operating principles, employment and employee policies, and other terms of agreement as well as establishing funding and liability contingencies are all conditions to be explored thoroughly.

The development process for an agreement between agencies is lengthy and time consuming. At a minimum, it should include input and exchange of ideas from all key parties, particularly from individuals who will be primarily responsible for execution of the agreement. Confirmation of the various aspects of the agreement by legal, administrative, and budgetary officials of both agencies is advisable and will also contribute to an easier organizational integration of the program.

STAFFING

The job service personnel, job service manager, and clerical/support staff, selected to be added to the staffing pattern of a career planning and

placement center, is the single most important factor contributing to the success of such an agreement. From the job service perspective, their professional staff member (assistant director/job service manager) must be self-motivated, require little or no supervision, be well-grounded in the rules and regulations of job service, be ambitious, excel at public relations, and be able to work for two agencies without feeling undue stress. At the same time, from the university perspective, the individual must be capable of integrating into an established unit and assuming the new and varied duties of that unit. Further, they must be able to relate to students and understand the academic organization and interact effectively with university constituencies. Therefore, flexibility, adaptability, sensitivity, and rapport are essential traits. Ideally, educational experience at the college or university level would also be present.

Selection of job service staff members is a critical task since the individuals involved must be capable of independently managing the various essentially quota-based functions of the job service site while also becoming an integral member of the career planning and placement center staff where many responsibilities necessarily focus on longer term objectives such as development of resumes and job search skills and assistance with career planning and experiential learning needs. From the career planning and placement center perspective, broad career information and an understanding of occupations, as well as flexibility and ability to deal effectively with employers, are important attributes of a staff member. Beyond this, certain other specific qualities, experience, and skills may be highly desirable depending upon other external and internal expectations of the participating organizations.

Staff Selection

The process for selection of staff which proved effective at UNCW was one initiated with (a) the development of a job description by the Career Planning and Placement Center; (b) the identification of a pool of qualified candidates by Job Service; and (c) the establishment of a screening committee to review, evaluate, and interview candidates. The ability of the candidate to interact effectively on campus with both students and faculty is of such importance to the candidate's credibility and to the program's potential success that special consideration was given to this factor. University representatives were felt to be in a better position to evaluate the likelihood of a candidate's success in being effectively assimilated into the university community. The screening committee was comprised primarily of members of the UNCW academic community representing the various schools whose students are served by the Career Planning and

Placement Center; also included in the selection committee was a representative of the Student Government Association, Job Service, and the CPPC. The selection panel was named by UNCW with Job Service approval. On this occasion, Job Service staff to be placed in the CPPC had to be selected from the existing Wilmington Job Service staff members who applied for the position.

The final selection decision was made with the concurrence of both administrative units; however, it was agreed appropriate for Job Service, having supplied the original pool of candidates, to endorse, if possible, the recommendation of the selection panel.

Supervision

Potentially, one of the most difficult aspects in establishing this agreement was the determination and division of supervisory responsibilities, especially as they relate to expanding and changing job roles for the Job Service representative. While the Job Service employees obviously have certain goals to meet for both organizations, many of which are overlapping, it is, nevertheless, necessary to establish early the top priorities among many competing priorities and the extent to which flexibility and creativity may be introduced to serve more effectively both programs' needs. Obviously, good communications and a commitment to program goals are essential to the most effective division of supervisory responsibilities between the agencies. In the UNCW arrangement, on-site supervision is supplied by CPPC with incidental decisions being resolved by telephone with Job Service; however, periodic, scheduled meetings occur between the Career Planning and Placement Center director and the assistant manager of Job Service to assure continuity and concurrence in meeting and developing goals. The exchange of information in a systematic manner keeps all parties current and maintains important ties. Since Job Service operations are fast-paced, physically detached units may lose day-to-day consideration unless strong systematic efforts are implemented and maintained to retain a sense of association with the originating unit.

REDUCING CONFLICT

In an effort to avoid potential problems, agencies involved must define the informational, identification, and reporting needs of their respective organizations. Within the experience of this program, modification of various CPPC forms and redesign of the stationery were time consuming but necessary adjustments made in the spirit of cooperation and in the interest of greater efficiency in meeting the data reporting requirements of

Job Service. Job Service operations are evaluated on the basis of placement productivity, and gain or loss of staff may occur on that basis; therefore, the reporting of placement activity is critical. The primary responsibility for this area rests with the Job Service staff.

Because future adjustments can be anticipated in any dynamic organization, flexibility and compromise are key elements during the initial development of an operating agreement and also are essential to continued program maintenance. Recognition and respect for goals and operations of each organization play a significant part in the successful implementation of any cooperative effort.

SUMMARY

The cooperative agreement between the Career Planning and Placement Center, UNCW, and Job Service, Employment Security Commission at Wilmington, was established formally October 1, 1983. Initially, responses from both agencies agree that this arrangement creates a viable, positive relationship that allows UNCW and Job Service to serve students better by expanding their placement opportunities. Although it is too soon to evaluate formally the success of this program, present indicators support an optimistic appraisal. Periodic assessments will provide the basis for continuation of the program, and that and other information will be available from the UNCW Career Planning and Placement Center.

The major objective of this agreement between these agencies was to furnish quality employment opportunities for both full-time and part-time positions for students at UNCW. This agreement is a voluntary, cooperative effort. The Job Service staff members placed at UNCW have assisted students with career planning and job search requests, taken job applications and made referrals, aided students with the preparation of resumes, and performed other job development activities. At this early stage of development, UNCW Career Planning and Placement Center and Job Service of North Carolina at Wilmington are pleased with the results of their joint agreement.

APPENDIX A

NORTH CAROLINA
NEW HANOVER COUNTY

COOPERATIVE AGREEMENT FOR THE OPERATION OF THE CAREER PLANNING AND PLACEMENT CENTER AT THE UNIVERSITY OF NORTH CAROLINA AT WILMINGTON BY JOB SERVICE OF NORTH CAROLINA AND THE UNIVERSITY OF NORTH CAROLINA AT WILMINGTON

The University of North Carolina at Wilmington (hereinafter "UNCW") and Job Service of North Carolina (hereinafter "Job Service"), both agencies of the State of North Carolina, hereby mutually agree as follows to the cooperative operation of the UNCW Career Planning and Placement Center (hereinafter "the Center"), this _____ day of _____ 1983:

A. RESPECTIVE RESOURCES.

The University of North Carolina at Wilmington shall provide for the Center:

1. Appropriate operating space—including offices, clerical staff, storage, career literature area, and individual interviewing rooms.
2. All utilities—this is, heat, light, water, custodian, and maintenance service.
3. Local phone service—presently two work stations are contemplated, possibly to be expanded later.
4. Copy and offset service through the University Copy Center.
5. Mail delivery service to the Center office.
6. Printing of special forms, booklets, and letterhead at the University Copy Center.
7. Travel for Center staff to appropriate meetings, seminars, workshops and conferences as approved by the Vice Chancellor for Student Affairs of UNCW.

8. Accounting and auditing system necessary to maintain financial records and budgets of the Center.
9. Office supplies to supplement supplies received from Job Service.
10. Payment of institutional membership dues for national and regional associations in Placement and Student Affairs work.
11. The following staff:
    a. The director of the Center, to be a UNCW staff member within the Division of Student Affairs. The Director shall report to the Vice Chancellor for Student Affairs and shall be responsible for the overall operation and supervision in the Center.
    b. Clerical/Support People—Presently contemplated to be one Secretary IV and one Secretary III.
    c. Temporary and part-time staff as provided for in the budget.

North Carolina Job Service shall provide for the Center:

1. All envelopes and postage used to mail student credentials, job vacancy lists, office correspondence, and follow-up forms to students and employers, as well as promotional mailings to employers and organizations to encourage them to list jobs with the office.
2. Office supplies, equipment, and furniture necessary to supplement that to be furnished by UNCW.
3. All forms necessary for Job Service reports and records.
4. Long distance out-of-state phone calls of the Center.
5. Time for appropriate travel for Center staff to meetings, conferences, and seminars; travel costs to at least one regional or national College Placement conference per year.
6. The following staff:
    a. A person experienced and trained appropriately to manage the reponsibilities of the Job Service of North Carolina. The position presently has the classification of Employment Interviewer I. This position will have the campus title of "Assistant Director/Job Service Manager." This person will serve at UNCW in this capacity at the option of Job Services in agreement with the Vice Chancellor for Student Affairs at UNCW. This individual, however, is not exempt from the bumping process if a statewide agency reduction-in-force occurs.
    b. Clerical/support staff sufficient and appropriate for the Center's operation.

B. OPERATING PRINCIPLES.

1. *Public Identification.*

The Center shall be identified on office signs, stationery, and envelopes, and other official communications by use of the logos of both UNCW and Job Service, and media releases shall note the joint nature of the Center.

2. *Employment and Employment Policies.*

Job Service staff assigned to the Center remain Job Service employees for all official purposes, including determination of grade and pay, employer contributions to health and retirement plans, access to grievance procedures, and coverage under affirmative action plans. Job Service staff are not covered by the *Code* or any other policies of the Board of Governors of The University of North Carolina. Job Service staff assigned to the Center are, however, considered a part of the UNCW community and thus will be accorded access to parking, recreation, and other campus facilities and to campus activities, including concerts and other events, on the same basis as full-time faculty and staff at UNCW.

Major decisions concerning policies, services, and operating practices have been agreed upon through a meeting of the Vice Chancellor for Student Affairs of UNCW and the Manager of the Job Service-Wilmington and will be put in writing for retention with this Agreement. Ongoing, day-to-day operating decisions will be made by the Director of the Center after consultation with the Assistant Director/Job Service Manager.

Staff job assignments will be based on the efficient operations of the office, and workload will be accomplished by all staff working together as a team to accomplish the goals and objectives for both UNCW and Job Service. Consequently, all staff, including the Assistant Director/Job Service Manager, will be assigned tasks to get the job done rather than by breaking the duties into "UNCW" assignments and/or "Job Service" assignments. As part of this process, Job Service staff assigned to the Center also will be involved in activities within the division of Student Affairs that involve other staff of the Division.

A close working relationship with Job Service in Wilmington will be maintained; and, as a Job Service employee, the Assistant Director/Job Service Manager will report directly to the Manager of the Job Service Office in Wilmington as of the effective date of this Agreement. Should there be any concerns that cannot be handled at the Wilmington Job Service local office level, the Vice Chancellor

for Student Affairs will contact the State office to determine a solution.

When the position of Assistant Director/Job Service Manager needs to be filled, the regular Job Service hiring process wil be in effect except as modified in this paragraph. Job Service of North Carolina and UNCW will appoint a screening committee with representatives of each agency to interview the applicants referred from Job Service. This Committee will include the Director of Career Planning and Placement Center and will seek feedback on the applicants from Career Planning and Placement Center staff. This Committee will make recommendations to the Manager of Job Service-Wilmington, who will choose the individual filling the position; the individual filling the position must be approved by the Vice Chancellor for Student Affairs so that the choice must be made upon the agreement of both those parties.

C. GENERAL CONDITIONS

1. *Agreement Term.*

This Agreement shall remain in effect under the conditions set forth herein for a period of three (3) years from its effective date unless amended in a writing signed by all parties hereto or unless terminated by either the Chancellor of UNCW or the Chairman of the Employment Security Commission upon 90 days prior written notice.

2. *Funding.*

Notwithstanding the provisions of paragraph C1, above, this Agreement may be terminated by the Chancellor of UNCW or the Chairman of the Employment Security Commission at such time as State funds are no longer available for expenses of the Center as contemplated under this Agreement.

3. *Liability.*

UNCW and Job Service recognize that though the Center is a joint effort between them, they are separate State agencies. Accordingly, the parties to this Agreement expressly agree that any dispute between them over interpretation of this Agreement, fiscal liability, or other legal responsibility that they cannot resolve shall be submitted to the principal office of the Attorney General of North Carolina for resolution.

In witness to the foregoing the pertinent officers and agents of UNCW and Job Service hereby execute this Agreement as of the date first written above.

William H. Wagoner
Chancellor

Glenn R. Jernigan
Chairman, Employment Security Commission

William A. Bryan
Vice Chancellor for Student Affairs

Darrell D. Johnson
Manager, Job Service-Wilmington

Sandra A. Harkin
Director of Career Planning & Placement

John B. Fleming
Director, Employment Service

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Harry J. Ghee

Philosophical Foundation for Development of Tomorrow's Student Affairs Professional

During these times of constantly changing demands on "truths" which guide professional decision-making in student affairs, it is important for persons responsible for this process to establish and maintain a philosophical foundation for drawing conclusions. As members of a helping profession, student affairs administrators must be aware of their philosophical underpinnings in solving problems and assisting students during their enrollment in, edification at, or graduation from institutions of higher education. During the period from matriculation to graduation, numerous queries are made by students and answered by student affairs professionals. Whether these responses are haphazardly or systematically determined can indicate significant differences in the operating style of persons who are "professionals" in their own right.

There may be no absolute guideposts or higher wisdom which can be consulted when responding to these inquiries, but useful clues can be identified by those persons who have clarified educational theories, concepts, and issues in their thought processes. Identification and utilization of these clues assist professionals seeking adequate responses to problems presented by student-clients.

STUDENT AFFAIRS PHILOSOPHY: A HINDRANCE OR A HELP?

The chief student affairs officers of The University of North Carolina (1981) agreed that objectives of the student affairs function should include

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Dr. Ghee was Vice Chancellor for Student Affairs, Elizabeth City State University. He resigned to accept another position at the University.

facilitation of student development and offering programs and services which stimulate the educational and learning process. They further agreed that student affairs should strive to insure proper maintenance of an environment to support and complement academic programs by contributing to students' maturation and intellectual growth. As student affairs staff become familiar with development theory, they must apply the theory to programs offered by the institution.

The impact of student affairs philosophies on preparation programs for professionals is described by Knock (1977) in an introduction to six position papers on professional preparation. In this introduction, Knock traces development of philosophical statements and of specific orientations, such as social intervention, process outcome models, and system philosophy, and notes their effect on programs of student affairs. There appears to be need for educators who prepare student services professionals to develop models of their subject-matter; unless educators do model building, they risk sending unprepared students into the field of student affairs administration.

Sanford (1966) is a theorist who has helped to examine the relationship between student development and practice in a broad sense. His most important writings describe a general process underlying a developmental approach to practice. He consistently argues that college should comprise a developmental community which both challenges and supports students.

A position taken by Widick, Krefelkamp and Parker (1980) holds that creation of a developmental community requires a theoretical and empirical knowledge base to answer questions:

1. Who is the college student in developmental terms?
2. How does the process of development occur?
3. How can college environments influence student development?
4. Toward what ends should development in college be directed?

Knowledge in these four areas provides both specific and concrete meanings to the task of encouraging student development. Given the purposes of our profession, we must "make sense" of student development theory by identifying how and to what extent theory describes and guides the nature of young adult development and explains the process of developmental change in a higher education context.

Assistance provided by student affairs staff is contingent upon introspective beliefs derived from acquired knowledge regarding factors relevant to our student-clients. Many questions are raised during the decision-making experiences of student affairs staff members. Student affairs personnel are philosophers in their own right and must respond both successfully and consistently to pertinent factors. Knowledge of one's own

philosophy allows for this consistency in analysis and performance in contrast to someone else who might improvise in a given instance.

AN ETHICAL UNDERTAKING

A special need exists for student affairs staff to achieve and maintain philosophical flexibility. For one example, diplomats must consider diverse cultural pressures when our country negotiates with other countries on any issue of multinational interest. We also must consider cultural and other variations when we confront cultural differences in student affairs.

Patricia Cross (1976) indicates that major efforts bring new values and priorities to the educational environment and are becoming increasingly larger in proportion to many student bodies. She anticipates that student affairs professionals will assume a dual role of diagnostician and program technologist.

In the manual published by the research and program development division of the National Association of Student Personnel Administrators, Harpel (1976) discusses management skills required to implement new programs and procedures. Particular attention is given to sound management of resources and activities to produce desired outcomes. This emphasis encourages student services staff to enter an era of accountability with skills appropriate to their assigned tasks. The emphasis on accountability, evaluation, and efficiency underscores the need to know that proper organization of the student services function can contribute to achievement of student development.

Smith (1978) discusses how moral development can be stimulated on campus. He states that

> the use of moral discussion and the introduction of moral development concepts in training programs, staff and professional development experiences, and in the graduate curriculum can lead to a higher level of moral reasoning and moral behavior in the professional and paraprofessional levels to actively and intentionally function in ways that facilitate the moral development of college students. (p. 65)

Kohlberg (1970) concludes that individuals are ethically mature when they achieve an orientation to ordained social rules as well as to principles of choice involving appeal to logical universality and consistency. He offers numerous generalizations, each of which may be sound in its own context, but the difficulty of reasoning from statements which support vis-a-vis "situational" circumstances could be insuperable. Hume's (1927) position on this condition seems appropriate.

> The end of all moral speculation is to teach us our duty; and by proper representations of the deformity of vice and the beauty of virtue, beget correspondent habits, and engage us to avoid the one and embrace the other. (p.197)

After deliberations in professional situations, the student affairs official will gain additional experience leading to the identification of new "truths" which will be available to him for future reference and consultation. Professional obligations accepted by the student affairs practitioner require these deliberations.

EDUCATION AND STUDENT AFFAIRS: NEED FOR A MARRIAGE

Academic performances by American students have declined during the past few years. While student affairs professionals counsel and assist students with career planning, they realize that many students experience serious problems in achieving even mediocre standards of education. The National Commission on Excellence (1983) lists several statistics which indicate the current plight of our educational system.

As student affairs professionals seek to assist in the educative process, they must maintain an awareness of the need to motivate students to attain the highest possible levels of achievement in educational endeavors. For example, they should try to ensure that residence hall atmosphere is conducive to learning, that ample counseling is provided, that various living-learning needs are met, and that various intrinsic and extrinsic needs of students are recognized. Such efforts represent a sizeable and significant task for the student affairs professional.

Morris and Pai (1976) contend that one must look at three dimensions of education when dealing with students. These are (a) the individual human being, (b) the society, and (c) the cosmos. An inquiry into the nature of these dimensions will undoubtedly assist educators in responding to the current plight.

A union of the areas of academe and student affairs is long overdue. Student affairs staff recognize that facilitating total student development should be an institutional commitment entailing the integration of teaching and student services staff. This integration can occur when staff members have been retrained with new skills and their understanding of philosophy and theory has been updated.

The impact of various theories on student affairs is demonstrated in the changes experienced in the roles of teacher, consultant, intervener, administrator, and researcher. Tollefson (1975) calls for courses with non-

traditional (and previously unacceptable) content, such as how to confront and cope with politicians, and how to prepare for death. These courses would cover subjects usually dealt with introspectively.

In an effort to accomplish the holistic development of students, student affairs and academe should consider alternative approaches. For example, the educational system must relinquish traditional courses as the sole vehicle for education. Brown (1972) suggests that student affairs staff members assume roles of college professors and establish practical courses in human relations which relate theories to skill development and personal growth.

Instruction accomplished with philosophical flexibility and philosophical awareness will foster learning in and out of the classroom. "Teachers" will become a generic term to include not only academic faculty members, but student affairs professionals, other adults, and other students. The content of all available courses will comprise the full range of human concerns and problems and will include relevant learning for living in our fast-changing society.

CONCLUSION

While educators prepare students for the world of employment, they need to be more aware of the effects of their professional philosophies on the students served. Even though educational attainments, in general, help equip employees to accomplish effectively the tasks required by a particular profession, an understanding of inherent relationships between a set of beliefs and philosophies and personal and professional interactive skills should be gained.

Educators believe that preparatory requirements for student affairs professionals which include a prescribed set of theories and philosophies enhance the probability of their success. The preparation of students for employment should include, at some time in their education, the study of axioms of classical and contemporary philosophies.

The establishment of a prescription to cure all the ills of the classroom and the profession of choice may not be possible; however, it seems evident that demands of employment require an awareness by all persons of their placement in the philosophical continuum.

Educators should direct attention to their philosophical positions so that student-patrons might begin to understand how *they*, themselves, can adapt to and cope with the macrocosm of life. If students, as prospective employees, need to adjust to their surrounding while they strive to succeed

in the world of work, they need to begin to philosophize about life as they prepare for the challenges and responsibilities of living and working.

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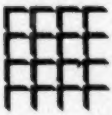

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